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BULLETIN

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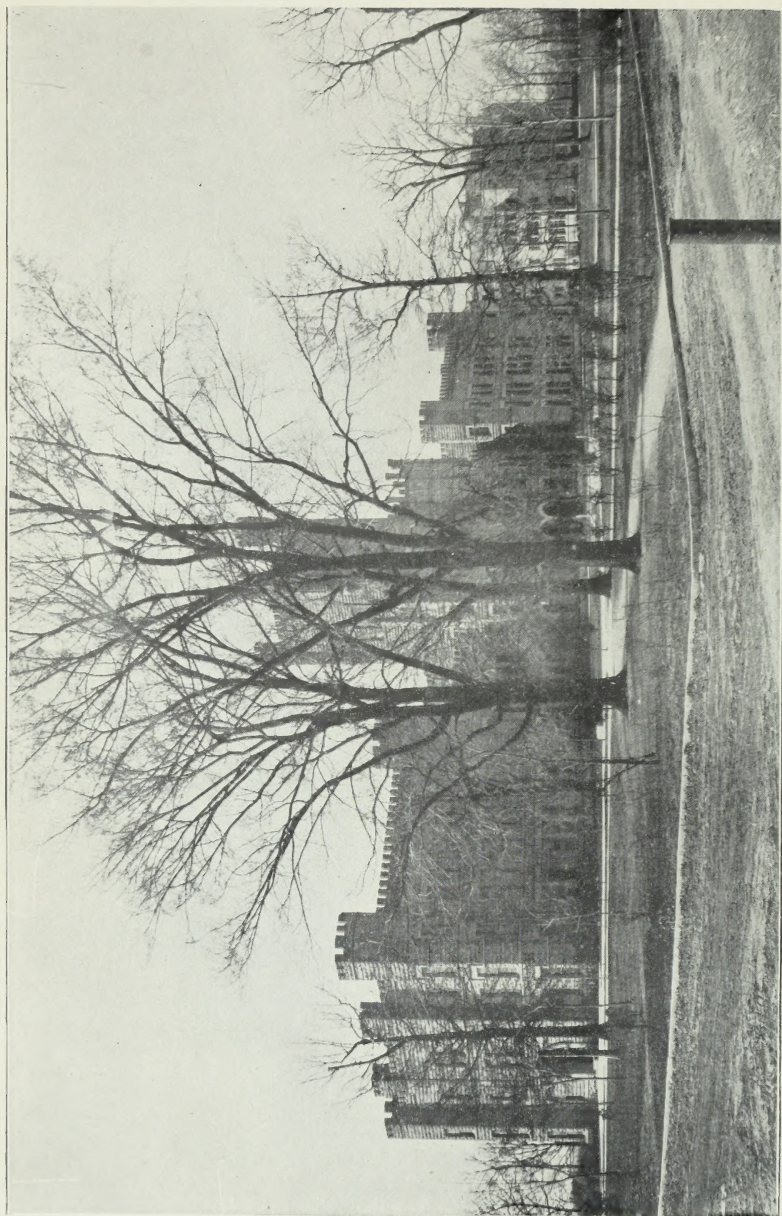
EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON



ANNUAL CATALOGUE NUMBER

1910-1911

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THE EASTERN ILLINOIS STATE NORMAL SCHOOL

EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON

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1911-1912
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A CATALOGUE FOR THE
TWELFTH YEAR

WITH ANNOUNCEMENTS FOR
1911-1912

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NORMAL SCHOOL BULLETIN, No. 33, published
quarterly by the Eastern Illinois State Normal
School, Charleston, Illinois. ¶ Entered March 5th, 1902,
as second-class matter at the postoffice at Charleston,
Illinois. ¶ Act of Congress, July 16th, 1904.

THE SCHOOL CALENDAR

FALL TERM

Fifteen Weeks

1911

September 12, Tuesday

*Entrance examinations and
classification. Class work
assigned at 9 A. M.*

December 22, Friday

Fall Term ends

WINTER TERM

Twelve Weeks

1912

January 2, Tuesday

*Entrance examinations and
classification. Class work
assigned at 9 A. M.*

March 22, Friday

Winter Term ends

SPRING TERM

Eleven Weeks

1912

April 2, Tuesday

*Class work assigned at
9 A. M.*

June 14, Friday

Spring Term ends

SUMMER TERM

Six weeks

1912

June 17, Monday

*Classification begins at
9 A. M.*

July 26, Friday

Summer Term ends

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The names of teachers, with the exception of the critics, are printed
in the order of their engagement.

*Leave of Absence, January to June.

†Leave of Absence, September to June.

THE REQUISITE

IN EDUCATION, various books and implements are not the great requisites, but a high order of teachers. ¶ In truth, a few books do better than many. ¶ The object of education is not so much to give a certain amount of knowledge as to awaken the faculties, and give the pupil the use of his own mind; and one book taught by a man who knows how to accomplish these ends, is worth more than libraries as usually read. ¶ It is not necessary that much should be taught in youth, but that a little should be taught philosophically, profoundly, livingly.

WILLIAM ELLERY CHANNING.

EASTERN ILLINOIS STATE NORMAL SCHOOL

THE PURPOSE AND PLAN OF THE SCHOOL

The function of the state in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The state is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to expand the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in State Normal Schools.

SECTIONS FROM AN ACT TO ESTABLISH AND MAINTAIN
THE EASTERN ILLINOIS STATE NORMAL SCHOOL

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: *That a body politic and corporate is hereby created, by the name of the Eastern Illinois State Normal School, to have perpetual succession with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive, by any legal mode or transfer or conveyance, property of any description, and to have and hold and enjoy the same; also to make and use a corporate seal with power to break or change the same; and adopt by-laws, rules, and regulations for the government of its members, official agents, and employes. PROVIDED, such by-laws shall not conflict with the Constitution of the United States or of this State.*

Section 2. *The object of the said Eastern Illinois State Normal School shall be to qualify teachers for the common schools of this state by imparting instruction in the art of teaching in all branches of study which pertain to a common school education; in the elements of natural and physical sciences; in the fundamental laws of the United States and the State of Illinois, in regard to the rights and duties of citizens.*

SECTIONS FROM AN ACT TO PROVIDE SCHOLARSHIPS IN
STATE NORMAL SCHOOLS FOR GRADUATES OF
THE EIGHTH GRADE

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: *That in order to equalize the advantages of the State Normal Schools, there shall be awarded annually, to each school township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any State Normal School for a period of four years. PROVIDED, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.*

Section 2. The county superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held in each township, for the benefit of the graduates of the eighth grade. PROVIDED, that where a township is divided by county lines, the county superintendent in whose county the sixteenth section is situate shall have charge of the examination in such township.

Section 3. All examinations shall be held on the second Saturday of May in each year, according to rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. Provided, however, that such pupil shall be a resident of the township in which such examination is held. And provided, further, that where no application is received from any township, the county superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section 4. The county superintendent shall certify the names and addresses of all successful applicants, with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship which shall be accepted by the authorities of any State Normal School, in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term matriculation, or incidental fee whatsoever.

RAILROAD FACILITIES

Charleston can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna;

trains from the north and south make close connection at Paris. There are twenty passenger trains arriving daily in Charleston—ten on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections, can, if they so desire, use the interurban electric line. Charleston is almost the exact center of a great network of roads, two north and two south roads crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north, and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east connecting with the Big Four, either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper and the southern part of Shelby, reach Charleston from the southwest, over the Clover Leaf; those from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west, over the Big Four.

EXPENSES

Tuition is free to those who are to teach in the public schools of Illinois. An incidental fee of \$2.00 a term is required.

Text books are owned by the school and rented to students at a uniform price of \$1.00 a term.

Students wishing to own their books can buy them at the lowest wholesale prices.

Board and room can be obtained in private families for from \$3.00 to \$4.00 a week. Students renting rooms and keeping house can materially reduce the above amounts. Rooms without board can be obtained for from \$1.00 to \$1.50 a week. In all cases the students will consult the president of the school.

SATURDAY SESSION

The school holds regular sessions on Saturday, taking Monday as its weekly holiday. This plan gives teachers who have no school on Saturday opportunity of pursuing some regular work in the Normal School, and consequently promotes closer relations between the school and the teachers of the district.

SUMMER SESSION

The demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time.

The subjects offered are designed to meet the wants of:

1. Inexperienced teachers and students of Normal Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to a diploma. The programme is so arranged that the student may recite twice each day in many subjects, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method and lectures, together with observation of work in the Model School, are offered.

STUDENT RECITALS

Student recitals are given frequently throughout the year. These recitals are recitations, dramatic readings, story telling, delivery of orations, and readings of essays. The material used in the programmes is selected from the best literature, and adapted to the taste, talent, ability, or need of the pupil.

The value of such drill and effort in giving to the student, confidence, a strong presence, an assured bearing, as well as added ease and facility in expression, is readily acknowledged. Incidentally, his acquaintance with literature is broadened and his taste in reading improved.

Among the subjects of the programmes that have been given are—"Group of Stories, with Apologies to 'The Wayside Inn'"; "Selected Poems from Longfellow"; "Stories and Poems from the Works of Rudyard Kipling"; "'Sonny' and Other Stories of Children"; "Scenes from Schiller, Shakespeare, and the Bible"; "Parsifal"; "Tannhauser"; "Scenes from Dickens"; "Scenes from 'Katharine and Petruchio' (arranged from Shakespeare's 'The Taming of the Shrew')"; "Short Stories and Scenes from Kipling and Barrie"; "A Lincoln Day Programme," consisting of selections from Lincoln's writings and extracts from poems and orations on Lincoln. At the end of each year a play is presented with the accessories of appropriate costume and scenery. Sheridan's "The Rivals" and "The School for Scandal", Goldsmith's "She Stoops to Conquer", Shakespeare's "A Midsummer-Night's Dream", "As You Like It", "Twelfth Night", and "The Tempest", Tennyson's "The Princess", and "The Lady Sheriff", have been given.

THE STUDENTS' LOAN FUND

The Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow at a low rate of interest on a personal note, a sum of money that will help him to remain in school and complete the course. This plan has been tried and students have found such temporary assistance of great advantage. The foundation of this fund was secured from admission fees to the senior play and to the Model School entertainment, given during commencement week.

ATTENDANCE AT CHURCH

Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

THE COURSES OF STUDY

The following courses of study are offered:

1. A one-year course for graduates of reputable colleges.
2. A two-year course for graduates of approved high schools.
3. A three-year course for graduates of high schools with short courses, and for undergraduates of high schools.
4. A four-year course for teachers holding second grade certificates, and for pupils who have completed a grammar school course and are of sufficient maturity and attainments to do the work required.

THE ONE-YEAR COURSE FOR COLLEGE GRADUATES

This course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject-matter of their chosen work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects that the candidate is preparing to teach.

Arrangements can be made whereby Normal School graduates with strong educational interests and successful teaching experience who desire a larger view of the matter and method of education may enter this course.

The work is as follows:

General psychology

The development of the child

*The psychological foundations of educational
method*

Theory of school management

American history

Economics

Physiography

Commercial geography

Work in the training department

Subjects elected from other courses

THE TWO-YEAR COURSE

FOR GRADUATES OF HIGH SCHOOLS

First Year—2B

FALL TERM	WINTER TERM	SPRING TERM
<i>Psychology</i> [4]*	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>Arithmetic</i> [4]	<i>Arithmetic</i> [4]	<i>Biology</i> [6]
<i>Geography</i> [4]	<i>Geography</i> [4]	<i>History</i> [4]
<i>Reading</i> [4]	<i>Reading</i> [4]	<i>Grammar</i> [4]
<i>Drawing</i> [4]	<i>Drawing</i> [4]	<i>Elective</i> [4]
<i>Elective</i> [4]†	<i>Elective</i> [4]	

*Number of class periods a week. †Add laboratory periods for elective sciences

Second Year—2A

<i>Biology</i> [6]	<i>School Management</i> [4]	<i>Philosophy of Education</i> [4]
<i>Economics</i> [4]	<i>History of Education</i> [4]	<i>Teaching</i> [5]*
<i>Grammar</i> [4]	<i>History</i> [4]	<i>Music</i> [2]
<i>Elective</i> [8]	<i>Music</i> [2]	<i>Elective</i> [8]
	<i>Elective</i> [8]	

*See page 20

These graduates are divided into two groups.

I. Those taking a general course and intending to prepare for grade positions or principalships. The larger number of students take this course and it is recommended to all who do not show marked ability for special work.

II. Those taking a special course. Although it is better that the high school teacher be a college graduate, many high schools employ graduates of advanced courses in Normal Schools. For those graduates of high schools who possess marked scholarly attainments and ability and who wish to prepare to teach in high schools, the Eastern Illinois State Normal School offers a strong course.

ELECTIVES, 2B, 2A

Students arrange their elective courses so as to secure three credits in the first year and six credits in the second year. Following is the list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Reading</i> [1]
<i>German</i> [6]	<i>Zoology and</i>	<i>Music</i> [1]
<i>History</i> [6]	<i>Physiology</i> [3]	<i>Drawing</i> [1]
<i>English</i>	<i>Physics</i> [3]	<i>Manual</i>
<i>Literature</i> [6]	<i>Chemistry</i> [3]	<i>Training</i> [1]
<i>Mathematics</i> [6]	<i>Geography</i> [2]	<i>Library</i>
<i>Government</i> [1]	<i>Geology</i> [1]	<i>Science</i> [1]
<i>Economics</i> [1]		

A credit in a subject represents four periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year, the outside preparation required being proportionately less than in the four-period subjects. The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

The choice of electives is subject to the limitations imposed by the printed programme.

TEACHING, 2B, 2A

Three terms of teaching are required. In the spring term of the second year subjects may be selected from the whole curriculum of the practice school.

The other two terms are provided for as follows: All two-term subjects are open for teaching during the second term in which they are offered. Each student is assigned to teach the subject in which he has shown special proficiency during the

term preceding. He is thereupon relieved of further class work in that subject. The teaching is, however, carried on under a double supervision, which secures responsibility both to the critic teachers and to the department in charge of the subject. When the work is satisfactory, a double credit is allowed—one for teaching and one for subject-matter. By this arrangement a close relation is established between the practice school and other departments.

When no special proficiency is shown in any two-term subject during the first term, the second term's class work is in all cases required. The teaching must then be shifted to the terms immediately following the two-term subjects.

THE THREE-YEAR COURSE

Graduates of high schools offering a three-year course and undergraduates of accredited high schools are admitted to the three-year course. In their first year they follow the course outlined for the first year of the four-year course; but upon the satisfactory completion of the work of that year they may receive credit for their high school work and thus complete the Normal School course in two more years.

The high schools accredited by the State University and the other State Normal schools of Illinois are accredited at the Eastern Illinois State Normal School.

THE FOUR-YEAR COURSE

ENTRANCE

The applicant shall have finished a grammar school course and shall be reasonably proficient in arithmetic, English grammar, geography, United States history, physiology and hygiene, drawing, civil government, music, nature study, reading, penmanship, spelling, and English.

FIRST YEAR—D

FALL TERM	WINTER TERM	SPRING TERM
<i>Arithmetic</i> [5]*	<i>Arithmetic</i> [5]	<i>Algebra</i> [7]
<i>Botany</i> [6]	<i>Botany</i> [6]	<i>Hygiene</i> [5]
<i>Reading</i> [3]	<i>Reading</i> [3]	<i>Reading</i> [3]
<i>Music and</i> <i>Drawing</i> [4]	<i>Music and</i> <i>Drawing</i> [4]	<i>Music and</i> <i>Drawing</i> [4]
<i>Grammar or</i> <i>Latin</i> [5]	<i>Grammar or</i> <i>Latin</i> [5]	<i>English or</i> <i>Latin</i> [5]

*Number of class periods a week.

SECOND YEAR—C

<i>Algebra</i> [5]	<i>Geometry</i> [5]	<i>Geometry</i> [5]
<i>Shakespeare</i> [4]	<i>Rhetoric</i> [4]	<i>Rhetoric</i> [4]
<i>Elective</i> *	<i>Elective</i>	<i>Elective</i>
<i>Meteorology</i>	<i>Geography</i> [4]	<i>Physiology</i> [5]
<i>History</i> [4]	<i>History</i> [4]	<i>Government</i> [4]
<i>Zoology</i> [6]	<i>Zoology</i> [6]	<i>Geography</i> [4]
<i>Latin</i> [5]	<i>Latin</i> [5]	<i>Latin</i> [5]

*Choose two electives.

THIRD YEAR—4B

<i>Psychology</i> [4]	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>History</i> [2]	<i>Geography</i> [2]	<i>Nature Study</i> [2]
<i>Physics</i> [7]	<i>Physics</i> [7]	<i>Physics</i> [7]
<i>Elective</i> [8]*	<i>Elective</i> [8]	<i>Elective</i> [8]

*Add laboratory periods for elective sciences.

FOURTH YEAR—4A

<i>Special Method</i> [4]	<i>History of Ed-</i> <i>ucation</i> [4]	<i>Philosophy of</i> <i>Education</i> [4]
<i>Economics</i> [4]	<i>School Manage-</i> <i>ment</i> [4]	<i>Teaching</i> [5]
<i>Teaching</i> [5]	<i>Teaching</i> [5]	<i>Manual Train-</i> <i>ing</i> [2]
<i>Elective</i> [8]	<i>Manual Train-</i> <i>ing</i> [1]	<i>Elective</i> [8]
	<i>Elective</i> [8]	

ELECTIVES, 4B, 4A

Students arrange their elective courses during the third and fourth years so as to secure six credits in each year. Following is a list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Manual Training</i> [1]
<i>German</i> [6]	<i>Library Science</i> [1]	
<i>History</i> [6]	<i>Chemistry</i> [3]	
<i>English Literature</i> [6]	<i>Geography</i> [3]	
<i>Mathematics</i> [6]	<i>Geology</i> [1]	
<i>Government</i> [1]	<i>Reading</i> [1]	
<i>Economics</i> [1]	<i>Music</i> [1]	
	<i>Drawing</i> [1]	

The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

A credit in a subject represents four periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year, the outside preparation required being proportionately less than in the four-period subject.

The choice of electives is subject to the limitations imposed by the printed programme.

PSYCHOLOGY

The first aim in psychology is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

FALL TERM PROGRAMME

7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-12:30	11:20-12:10	1:30-2:20	2:20-3:10	3:10-4:50
<i>Reading</i> 2 B-2, 3. <i>Drawing</i> 2 B-4. <i>History</i> 4 B-4, 6. <i>Physics</i> 4 B-3, 5. <i>Zoology</i> C-3, 5, 6. <i>Botany</i> D 2-2, 4, 6. <i>Botany</i> D 5-2, 3, 5.	<i>Grammar</i> 2 A-2, 3. <i>Economics</i> A-5. <i>Arithmetic</i> 2 B-2. <i>Drawing</i> 2 B-5. <i>Physics</i> 4 B. <i>Shakespeare</i> C 2-2, 3, 5, 6. <i>Zoology</i> C-3, 5, 6. <i>Latin</i> C. <i>Latin</i> D 1. <i>Botany</i> D 2-2, 4, 6. <i>Music</i> D 2-3, 5. <i>Arithmetic</i> D 3. <i>Drawing</i> D 4-4, 6. <i>Reading</i> D 4-2, 3, 5. <i>Botany</i> D 5-2, 3. <i>Reading</i> D 5-4, 6.	<i>Economics</i> A-2, 4, 6. <i>Biology</i> 2 A-3, 5. <i>Psychology</i> B 1-2, 3, 4, 5. <i>Drawing</i> 2 B-6. <i>Algebra</i> C 1. <i>History</i> C 2-2, 4, 5, 6. <i>Latin</i> C. <i>Arithmetic</i> D 1. <i>Latin</i> D 2. <i>Botany</i> D 3-3, 5, 6. <i>Reading</i> D 3-2, 4, 6. <i>Grammar</i> D 4. <i>Arithmetic</i> D 5.	<i>Biology</i> 2 A-2, 3, 5, 6. <i>Methods</i> 4 A-2, 3, 5, 6. <i>Observation</i> A-4. <i>Geography</i> 2 B-2, 4, 5, 6. <i>Drawing</i> 2 B-3. <i>Caesar</i> 4 B, C 2. <i>German</i> 4 B-2, 3, 4, 5. <i>Shakespeare</i> C 1-2, 4, 5, 6. <i>Reading</i> D 1-3, 5, 6. <i>Drawing</i> D 2, 5-4, 6. <i>Botany</i> D 3-3, 5, 6. <i>Music</i> D 3-2, 4. <i>Arithmetic</i> D 4. <i>Reading</i> D 5-2.	<i>Botany</i> A, B-2, 4, 5. <i>Physics</i> 2 A, 2 B-2, 4. <i>Physics</i> 2 A, 2 B. <i>Psychology</i> B 2-2, 3, 4, 5. <i>History</i> C 1-2, 3, 5, 6. <i>Climatology</i> C 2-2, 3, 4, 5. <i>Latin</i> C. <i>Music</i> D 1-3, 5, 6. <i>Reading</i> D 2-2, 3, 5. <i>Latin</i> D 3. <i>Grammar</i> D 5.	<i>Government</i> A, B-2, 3, 4, 5. <i>Cicero</i> 4 A, 4 B-2, 4, 5, 6. <i>Botany</i> A, B-2, 4, 5. <i>Physics</i> 2 A, 2 B. <i>Psychology</i> B 2-2, 3, 4, 5. <i>History</i> C 1-2, 3, 5, 6. <i>Climatology</i> C 2-2, 3, 4, 5. <i>Latin</i> C. <i>Music</i> D 1-3, 5, 6. <i>Reading</i> D 2-2, 3, 5. <i>Latin</i> D 3. <i>Grammar</i> D 5.	<i>Chemistry</i> A, B. <i>German</i> 2 B-2, 3, 4, 5. <i>History</i> A, B-2, 3, 4, 5. <i>Literature</i> A, B-2, 3, 4, 5. <i>Trigonometry</i> A, B-2, 3, 4, 5. <i>Climatology</i> C 1-2, 3, 4, 5. <i>Algebra</i> C 2. <i>Botany</i> D 1-3, 5, 6. <i>Arithmetic</i> D 2. <i>Drawing</i> D 3-3, 6. <i>Reading</i> D 3-5. <i>Botany</i> D 4-2, 4, 6. <i>Music</i> D 4, 5-3, 5.	<i>Drawing</i> A, B-2, 4. <i>Geology</i> A, B-2, 3, 4, 5. <i>German</i> A-2, 3, 4, 5. <i>History</i> A, B-2, 3, 4, 5. <i>Library Science</i> A, B-2, 4. <i>Literature</i> A, B-2, 3, 4, 5. <i>Music</i> A, B-3, 6. <i>Reading</i> A, B-3, 5. <i>Solid Geometry</i> A, B-2, 3, 4, 5. <i>Botany</i> D 1-3, 5, 6. <i>Botany</i> D 4-2, 4, 6.	Manual Training A, B-5.

Physical Education

1:20-2:30	2:30-3:30	3:30-4:30
D 1, 3-2, 4.	C-2, 4. D 2, 4, 5-3, 5.	B-2, 4. A-3.

NOTE—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects in italics are required; those in roman are elective.

WINTER TERM PROGRAMME

7:30-8:15	8:15-9:00	9:30-10:20	10:30-11:10	11:10-12:30	11:20-12:10	1:30-2:20	2:20-3:10
<i>Reading</i> 2 B-2, 3, 5, 6. <i>Drawing</i> 2 B-4. <i>Geography</i> 4 B-4. <i>Physics</i> 4 B-3, 5. <i>Zoology</i> C-3, 5, 6.	<i>History</i> 2 A-2, 4, 5, 6. <i>Music</i> 2 A-3. <i>Arithmetic</i> 2 B-2, 3, 4, 6. <i>Drawing</i> 2 B-5. <i>Physics</i> 4 B. <i>Latin</i> C. <i>Zoology</i> C-3, 5, 6. <i>Rhetoric</i> C 2-2, 3, 5, 6.	<i>History of Education</i> A-2, 3, 4, 5. <i>Music</i> 2 A-6. <i>Psychology</i> B 1-2, 3, 4, 5. <i>Drawing</i> 2 B-6. <i>Geography</i> 4 B-6. <i>Geometry</i> C 1. <i>History</i> C 2-2, 4, 5, 6. <i>Latin</i> C. <i>Botany</i> D 1-3, 6. <i>Drawing</i> D 1-2, 5. <i>Reading</i> D 1-4. <i>Latin</i> D 2. <i>Botany</i> D 3-2, 4, 5. <i>Arithmetic</i> D 4. <i>I. Grammar</i> D 5. <i>II. Grammar</i> D 5.	<i>School Management</i> A-2, 3, 5, 6. <i>Manual Training</i> 4A-4. <i>Drawing</i> 2 B-3. <i>Geography</i> 2 B-2, 4, 5, 6. <i>Caesar</i> 4 B, C 2. <i>German</i> 4 B-2, 3, 4, 5. <i>Rhetoric</i> C 1-2, 4, 5, 6. <i>Botany</i> D 1-3, 6. <i>Music</i> D 1-2, 4. <i>Reading</i> D 1-5. <i>Arithmetic</i> D 2, 4, 5. <i>Botany</i> D 3-2, 4, 5. <i>Music</i> D 3-3, 6. <i>Reading</i> D 4-2, 4, 6. <i>Arithmetic</i> D 5.	<i>Botany</i> A, B-2, 4, 5. <i>Physics</i> 2 A, 2 B-2, 4. <i>I. Botany</i> D 5-3, 5, 6. <i>Caesar</i> 4 A, 4 B-2, 4, 5, 6. <i>Economics</i> A, B-2, 4, 5, 6. <i>Physics</i> 2 A, 2 B. <i>Psychology</i> B 2-2, 3, 4, 5. <i>History</i> C 1-2, 3, 5, 6. <i>Geography</i> C 2-2, 4, 5, 6. <i>Arithmetic</i> D 1. <i>Drawing</i> D 2-2, 4. <i>Reading</i> D 2-3, 5, 6. <i>Arithmetic</i> D 3. <i>Grammar</i> D 4. <i>I. Botany</i> D 5-3, 5, 6. <i>Reading</i> D 5-2, 4.	<i>Advanced Algebra</i> A, B-2, 4, 5, 6. <i>Botany</i> A, B-2, 3, 4, 5. <i>Cicero</i> 4 A, 4 B-2, 4, 5, 6. <i>Economics</i> A, B-2, 4, 5, 6. <i>Physics</i> 2 A, 2 B. <i>Psychology</i> B 2-2, 3, 4, 5. <i>History</i> C 1-2, 3, 5, 6. <i>Geography</i> C 2-2, 4, 5, 6. <i>Arithmetic</i> D 1. <i>Drawing</i> D 2-2, 4. <i>Reading</i> D 2-3, 5, 6. <i>Arithmetic</i> D 3. <i>Grammar</i> D 4. <i>I. Botany</i> D 5-3, 5, 6. <i>Reading</i> D 5-2, 4.	<i>Chemistry</i> A, B. <i>German</i> 2 B-2, 3, 4, 5. <i>History</i> A, B-2, 3, 4, 5. <i>Literature</i> A, B-2, 3, 4, 5. <i>Manual Training</i> A. <i>B-6. Observation</i> A-6. <i>Geography</i> C 1-2, 3, 5, 6. <i>Geometry</i> C 2. <i>Botany</i> D 1-4. <i>Reading</i> D 1-3. <i>Botany</i> D 2-2, 3, 5. <i>Grammar</i> D 3. <i>Botany</i> D 4-2, 3, 5. <i>II. Botany</i> D 5-2, 4, 6.	<i>Analytics</i> A, B-2, 3, 4, 5. <i>Drawing</i> A, B-2, 4. <i>Geography</i> A, B-2, 3, 4, 5. <i>German</i> A-2, 3, 4, 5. <i>History</i> A, B-2, 3, 4, 5. <i>Library Science</i> A, B-2, 4. <i>Literature</i> A, B-2, 3, 4, 5. <i>Manual Training</i> A. <i>B-6. Music</i> A, B-3, 6. <i>Reading</i> A, B-3, 5. <i>Botany</i> D 1-4, 3, 5. <i>Botany</i> D 2-2, 3, 5. <i>Botany</i> D 4-2, 3, 5. <i>II. Botany</i> D 5-2, 4, 6.

Physical Education

1:20-2:30	2:20-3:30	3:20-4:30
D 2, 4-4, 6. D 5-3, 5.	C-2, 4. D 1, 3-3, 5.	A-3, 5. B-2, 4.

NOTE. — Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects in italics are required; those in roman are elective.

Finally, a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of a psychological principle is a much easier thing than its ready application to the learning mind.

DEPARTMENT OF EDUCATION AND TRAINING

The chief objects of the department of education and training are:

I. To give the student a clear insight into the educational bearing and value of the various subjects of the common school curriculum.

II. To furnish the conditions for the student to demonstrate by observation and practice, his fitness or unfitness for teaching—this fitness or unfitness to be measured by the following standards:

1. *Natural gifts and personality*
2. *Knowledge of the subjects to be taught*
3. *Knowledge of the child*
4. *Knowledge of the means and methods by which the child and the truth are to be brought into the most economical and fruitful relation to each other*

The working out of these two large purposes of the department is accomplished by the following means:

1. *Educational insight*

[a] By *method* work in the various subjects that find a place in the curricula of the common and secondary schools. The method of the subject is given in connection with the teacher of the subject itself and by the regular teacher of that subject. Method is the form that the teacher gives to the truth to make it accomplish its educational end in the most economical way. It is the form and not the substance. It is best taught in connection with the teaching of the subject.

[b] By a study of those subjects that form the foundation of educational theory and practice:

1. *The history of education*
2. *Psychology*
3. *Philosophy of Education*
4. *General Method*

II. *Training*

A term of training is made up of the following work:

1. *Observation of lessons taught by critic teachers*
Observation of "illustrative lessons"
3. *Written or oral criticisms of these lessons*
4. *Planning lessons to be taught*
5. *Complete control of a class for three terms*
6. *One hour a week in general method*

GENERAL PLAN OF TRAINING WORK

Everything done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-called practice work in the Model School, should promote, more or less directly, the *teaching efficiency of its graduates*. It is customary, however, to speak of the actual training work in teaching as beginning with the student's control and instruction of a class in the Model School. The plan herein set forth has to do with the "practice teaching" and attempts to give somewhat in detail the arrangements adopted in this school to make such teaching as helpful as possible to the student.

The value of training work depends largely upon the conditions under which it is done. The purpose of the Practice-Model School of the Eastern Illinois State Normal School is to furnish the most favorable conditions for such training. It consists of nine grades of from twenty to twenty-five pupils each, in charge of six critic teachers and a supervisor, and is under the complete con-

trol of the Normal School authorities. And although it offers what is believed to be the best in the way of illustrative and model work, it aims to be little more than a type of good common school. Children are admitted to the training school from the city and from adjoining country districts upon the payment of a small incidental fee. This means that the school is very democratic and that the pupil teachers must meet conditions here very similar to those they will meet later in their own schools.

Many more students annually seek admission to the training school than the facilities will accommodate. In order to maintain a high standard of work, it is necessary to refuse to admit to any room more students than the room can comfortably seat. The seating capacity is limited not merely by the size of the rooms, but also to classes of such size as to insure the most efficient results. That we may prevent any misunderstanding with parents seeking admission for their children, these rules will be strictly followed:

1. Only students who are registered with us will be admitted.
2. All registrations must be made in writing by the parent or guardian and filed with the Supervisor of the Model School.
3. Registrations shall receive consideration in the order in which they are made.
4. Pupils enrolled during the regular year shall have precedence over all others.
5. Enrollment during the summer term does not necessarily imply that the pupil will be admitted during the regular terms. The enrollment of all summer school pupils in the year classes will be governed by the time of registration.
6. Only in exceptional cases will summer work be used to advance a student a grade. The rule is

that it can be used only for review or intensive work or for the removal of a condition. Conditions placed upon students regularly enrolled in the Model School may be removed in the summer school, if an arrangement is made with the teacher under whom the condition occurred and the supervisor.

7. In case any registered pupil fails to appear on the opening day, his name will be dropped from the list unless there is some extraordinary reason of which the supervisor is informed; and if he wishes to enter later, he must proceed as before.

8. In case any pupil of the regular year fails to appear on the first day, unless the circumstances are very extenuating and the supervisor is aware of them, his seat will be declared vacant and given to the pupil next in order of registration.

9. This form will be acceptable for registration.

Charleston, Illinois.

Date.....

To the Supervisor of the Model School:

Please register.....

for entrance into the Model School for the year beginning.....in.....grade

Parent.

.....or

Guardian.

MODEL-PRACTICE SCHOOL

An attempt is made to unite the best elements of a *model* school with the best elements of a *practice* school. The critic teachers and the special teachers of music, drawing, manual training, and history teach regular classes throughout the year. This teaching not only furnishes model lessons for students to observe, but also keeps the children and their work from suffering, as often results where all the teaching is done by pupil teachers.

The model-practice school is the pedagogical laboratory of the Normal School. This does not mean that it is purely an experimental school. Such conservative experimentation as does not defeat the ends of the school is permitted at opportune times. The model school is the place where the course of study is exemplified, where the theory previously received is put into successful practice, and where the broad knowledge of the specialist and the practical experience and professional insight of the training teacher meet on a common ground. These fortunate relationships keep alive a healthy interest, stimulate work along special lines, and encourage investigation in school management and methods in instruction.

One of the first duties of the model-practice school is to show the subjects of the curriculum in organic unity. The various subjects must be so articulated that they may become a part of the alphabet of one's efficiency. Things should not be placed in the course of study which are going to be dropped and never used hereafter. The efficiency of any subject depends upon its being carried on and on throughout life. The entire course, therefore, is organized with reference to the children who are being educated rather than with reference to the student teachers who are being trained.

THE YEAR OF TEACHING

Each student is expected to spend one full year, one period a day, in teaching. At least two terms of this work must be done during the senior year. While it is expected that each student will be required to teach a year, ability and attainment shall be the criteria for judging him rather than the length of time he spends in teaching.

FIRST TERM

The work of this term involves careful preparation and planning of lessons, complete control of a class in discipline, and teaching under the supervision of the critic teachers and supervisor. The critic teachers have a triple function—administration, teaching, and supervising. Every effort is made to develop self-reliance, independence, and initiative in the student teachers with reference to the first two of these functions. In doing this the teaching is arranged so as to familiarize the student with the work of all departments and so graduated as to suit his needs and abilities. Students who want to fit themselves for a special grade or for supervisory work may be allowed special privileges in teaching and instruction. Ordinarily a student is expected to follow the plan of work prescribed for the year. While the plan necessarily varies in nature as the classes vary in size, in general it is pursued subject to the following conditions:

1. The pupil teacher observes some critic teacher teach, meets with her first for the discussion of the lesson, and later for the criticism of plans on lessons similar to the one observed.

2. Every lesson plan involves an organization of the material to be presented, a knowledge of the basis the child has for mastering the new ma-

terial, the means for arousing the need in the child for the mastery of the new material, and the ways of acquiring and applying it. After having familiarized himself thoroughly with these essentials, every student teacher is expected to plan every lesson he teaches in harmony with them.

3. All lesson plans for the entire week are due from the student teacher on Tuesday of the week the lessons are to be taught. Before the lessons are taught the student teacher must meet the critic teacher for criticism and suggestions upon the plan.

4. During the first term the pupil teachers are divided into as many groups as there are critic teachers and if the Normal School programme permits it, special teachers. These groups rotate among the critic teachers so that each pupil teacher teaches under the supervision of each of them.

5. A different subject is taught each term. In certain cases, the pupil teacher may be allowed to choose the subject and grade he feels best prepared to teach, provided he has done strong work in this subject in the Normal School.

6. The first teaching is done in a recitation room so that the main problem is instruction rather than discipline.

7. The pupil teachers are required to attend class two days in the week. (For further explanation see Observation.)

8. Each critic teacher holds one regular weekly meeting with her group of student teachers to talk over the problems pertaining to the work of her grades. In addition to this group meeting, each critic teacher meets the pupil teachers individually for criticism in their plans and teaching.

SECOND TERM

1. It is presumed that the pupil teacher now has enough strength to teach a class in the presence of another class at study, although he may not be wholly responsible for the second class.

2. The class work of the previous term is continued. (See Observation.)

3. Attendance at the critic teacher's meetings is still required.

4. Except for some very good reason, both subject and grade are changed for teaching.

THIRD TERM

1. The pupil teacher is now thrown almost entirely upon his own resources. He assumes complete control of a room during recitation or study periods.

2. If some pupil teacher desires to become especially proficient in some grade or in teaching some special branch, the opportunity may be given this term.

3. Continued attendance at such meetings as the critic teachers and supervisor deem advisable is still required.

4. Class work is continued.

OBSERVATION

Time and Amount

Should the practice teacher observe a term before beginning to teach, or while he is doing his work? The plan here is to have the pupil teacher observe the critic teacher teach the class for one or two weeks and then take the class himself, but continue to observe the critic teacher teach some other subject to the same grade throughout the term. To allow the beginning teacher to spend a whole term in observing before doing any teaching

himself is open to two serious objections: To observe intelligently, one must come with problems in mind. These problems arise from actual *experience*. As the pupil teacher teaches, problems of instruction and problems of discipline are forced upon him, and he goes to his observation of a recitation with these questions fresh in mind, and the lesson he observes has significance and meaning to him.

Again, points gained from observation may be clearly apprehended at the time, but unless the observer has an early opportunity to apply these points, they tend to fade, whereas an attempt to apply them immediately in his own teaching tends to fix them and make them a part of the teacher's working habits. We need to turn constantly from our work to the model and from the model back to our work.

OBSERVATION OF CRITIC TEACHER'S WORK

Whose teaching shall the pupil teacher observe? The work of the critic teacher and not the work of some other pupil teacher. To have one pupil teacher observe another is like learning good English by studying "false syntax." It is the blind leading the blind. To have the pupil teacher observe the critic teacher's work has these advantages:

1. It allows the pupil to see the work of a first-class teacher.
2. It gives the critic teacher the very best means of criticising in a positive way the faults of the pupil teacher. Instead of saying, "Don't do this or that," the critic can say, "Look for this thing in my lesson today and see if it suggests a way out of your difficulty."
3. These written observations give the critic teacher and supervisor a good opportunity for de-

termining the pupil teacher's power to see the vital things in a recitation and to state them clearly. They often reveal the fact that the pupil teacher has failed utterly to comprehend a suggestion received and assented to.

4. It is good for the critic teacher. When the pupil teacher turns critic and expresses opinions on work the critic teacher is doing, it keeps the critic teacher alive to the relationship that should be maintained. It creates and maintains the real bond of sympathy.

METHOD OF OBSERVATION

The pupil teachers may be required by the critic teacher to do such special observing as seems necessary to assist them in their teaching. In addition to this, all pupil teachers are required to do general observation under the direction of the supervisor. This work continues once a week throughout the year and is regarded as a part of the class work. In this weekly meeting problems faced in teaching, the educational value of the elementary branches, and the special methods and devices involved in instruction, receive consideration. The critic teachers and normal school teachers meet the class occasionally to discuss the scope and nature of the special branches. The study of these branches is followed through the grades with the supervisor. The lessons taught by the critic teachers for this observation are regarded as illustrative lessons. Certain points are arranged for observation beforehand. On the day following the merits of the lesson observed are discussed in class. Emphasis is placed upon positive criticism.

Not all of the general observation work is intended to acquaint the student teacher with the curriculum. At times it is focussed upon other

equally essential points. That the student teacher may have the advantage of a full educational round in his observation work, suggestive syllabi have been prepared for his use. After the facts of one of the syllabi have been developed in class, the student teacher is sent to the class room to observe some one point in the syllabus, which he reports in writing to the supervisor who criticises and returns it. Each syllabus is printed on a folder, which has three blank pages for the student's report. One report a week is required. The syllabi are generally preserved by the student teachers, as they constitute a valuable collection of material dealing with the practical problems of the schoolroom.

OBSERVATION SYLLABUS NO. 1

Conditions for Work

I. Physical conditions

1. Seats: Adaptation to individual pupils. Kinds of seats. Defects caused by poor seats.
2. Temperature: Range. Uniformity of it. How vary with reference to different subjects.
3. Ventilation: System in use. Its effectiveness. Management of different ways of ventilation. Effect of good and bad ventilation upon work. Frequency with which the air should be changed in the room as determined by the size of the room and the number of people in it.
4. Light: Amount of lighting space. Its relation to floor space. Arrangement, size and height of windows. Glass in windows. Kind and arrangement of blinds. Side from which the light comes. Note individual pupils to determine effect of shadows.
5. Cleanliness and neatness in general as shown by: blackboards, floor, walls, curtains, closets. Presence of unnecessary materials. Blackboard ledges. Adornment of room. Care of desks.

II. Management

1. Classification of pupils: On what basis? Seating.
2. Attendance: Regular. Punctual. Absence. Tardiness.

3. System of reports, registers, etc., for preserving records and statistical information in regard to students and the school.
4. Programme: Balance. Amount of time given to subjects in relation to their importance. Time of subjects during the day. Adherence to programme by the teacher.
5. Employment of exercises engaging entire student body, as music, marching, physical culture, opening exercises, etc.
6. Attention given to personal appearance of children.
7. Miscellaneous details:—
 - a. Assignments: When and of whom to get them?
 - b. Materials for work, sharpening of pencils, etc; When attend to?
 - c. Monitorial system for tablets, books and other materials.
 - d. Communication permitted: When allowed? Why?
 - e. Leaving room: Freedom allowed.
 - f. Use of dictionary, map, library, etc.: Subject to what restriction.

III. Discipline

1. Rules: Number. Kind. Grow out of what?
2. Purposes of punishment: Retributive. Preventive. Reformative. Formative.
3. Kinds of punishment: Humiliation. Loss of privilege. Imposition of tasks. Corporal. Suspension. Expulsion. Substitution. Discuss appropriateness and effectiveness of each.
4. Offenses: Note intent. Number disturbed. Inhibitory ability of others. Attitude of other pupils toward offender. Cause of offense.
5. Control of play and periods of recreation: Amount of control exercised. Treatment of offenders.
6. Remarks: Kinds. Proper uses.

OBSERVATION SYLLABUS NO. 2

The Children

I. Individuals

1. Physical Condition

a. In general

- (1) Study of arrests shown in anaemia, St. Vitus's dance, adenoids, etc. Symptoms.

b. The senses

- (1) Defects of eyes: Appearance of eyes. Position of book while reading. Position of head. Expression when reading from blackboard
- (2) Defects of hearing: Must questions be repeated? Do some appear stupid and inattentive or turn the head during oral work? If so, do they always use the same eye? Do they ever get cues for action from the general movements of the class?

c. Personal habits

- (1) Personal habits of pupils as shown in attention given to hair, hands, ears, clothing.
- (2) Habits of posture: Relation to health. Key to mental life. Posture in sitting, reading, and in conversation
- (3) Habits of movement

2. Language

- a. Articulation. Enunciation. Stammering. Stuttering. Pronunciation. How improve?
- b. Errors in idiom or in grammar.
3. Ability: Chief strength. Chief weakness. How determined?

II. The class

1. At study

- a. Materials for work: Books, paper, pens, pads, maps, globes, rulers, supplementary reading material
- b. Attention: Devices used to aid in study. Attention of pupils to work. Kind of attention employed. How detected? Lapses. How known? Degree of attention.

2. In recitation

a. Spirit of class

Prompt, obedient, punctual, industrious. Movements executed in order and in harmony. To what extent do the children imitate? To what extent exercise initiative? Note sustained effort, self-control, deliberation, hesitancy, determination, etc.

b. Reciting class

Number attending. Concentration. Kind of attention. Objective aids. Distractions

c. Self-activity

Evidences. Strength. Aids. Degree.

d. Accomplishment

(1) Written work

(a) At seat: Form of letters, spacing, size of rulers, Position of body, of feet, of paper, of pen. Kind of pen, of paper. Accuracy and rapidity. Freedom of movement. Degree of uniformity and variety.

(b) At blackboard: Neatness, size, spacing, lining, etc.

(2) Memory work: Manner of mastery. Time required. Aids to memory.

(3) Thought work: How stimulated? Degree of originality and independence displayed. Speed of it.

e. Motives: What motivation does the pupil have for his study or recitation? What mental powers does he employ? What apperceptive knowledge does he recall? What conclusions are reached?

OBSERVATION SYLLABUS NO. 3

The Lesson

I. Purpose. General and special.

II. Plan

1. Drill lesson. The aim. How drill is conducted? What is accomplished? Does subject-matter lend itself to drill?
2. Review. When appropriate? Is it a new statement or old material in new relations? Who contributes most, teacher or pupil? What applications are made? Any new problems suggested? How do pupils know when work is done?
3. Examination. When appropriate? Its nature. What does it seek to accomplish?
4. Inductive lesson. See McMurry's Method of Recitation.
5. Deductive lesson. Does the subject lend itself to a deductive treatment? In what grade is it taught? What steps are employed in it? Are any general notions used without sufficient knowledge of their content? Give examples of valid reasoning by the pupils. Of fallacies. Are the children encouraged to reason and to discover their own errors? With what spirit do they leave the lesson?

6. Study lesson. When used? Plan of procedure.
Value of it. Aids in study.
 7. Recitation lesson; See methods.
- III. Materials and devices. Determine their appropriateness in light of the special purpose. Emphasis through vividness, repetition, illustration, isolation, comparison, relation, or organization.
- IV. Methods
1. Lecture. Strength and weakness. Virtue in connection with the lesson taught.
 2. Topical. General. Special. When use? How use? Advantage. Disadvantage.
 3. Text-book. Meaning. How employ, etc?
 4. Question and answer. Used for what purposes? Kinds used, whether direct, indirect, elliptical, alternative, leading, etc. Appropriateness of each
- V. Assignment
- When made. Amount of time spent on it. Describe method of it. Relation to subsequent study

OBSERVATION SYLLABUS NO. 4

The Teacher

- I. Management of school.
Attention to physical conditions of room, to passing of classes and school, to seating, attendance, pupils at study, to programme.
- II. Grasp and presentation of subject-matter.
Preparation as shown in questions, the sequence of topics, emphasis of topics, result achieved.
- III. Personality
What in the teacher's manner helps the pupils to learn? Does she encourage independent work, co-operation, and mutual helpfulness? Spirit of teacher as shown in reproof.
Method of reproof—by word, glance, dismissal from class, stopping of work, etc. Necessity for the kind of reproof and the effectiveness of it. Manner of reproof: by courtesy, kindness, charity, temper, unguarded or unjust expressions, petulance, gloom, frowns, sneers, sarcasm, ridicule, joy, cheerfulness, brightness, satisfaction, disappointment, etc.

IV. Attitude toward habits of child

General

What habits is the teacher seeking to cultivate in the class?

What habits is the teacher trying to break up?

What means does the teacher employ?

What motives or incentives are appealed to and which are discouraged?

Does the teacher rely upon obedience, imitation or the child's power to reason as a basis for right habits?

Is the teacher attentive to the signs of fatigue?

How is it shown?

Special

Habits of body, mind, study, conduct.

GRAMMAR

1. The first term of grammar is given almost entirely to a study of the sentence. Beginning with the essential elements, the class learns their uses and then such modifications as result in the most complex sentence forms. *Prescribed for all four-year students who do not elect Latin. Every term.*

2. The work of the second term, which is based on that of the first, considers more difficult constructions and gives considerable time to parts of speech and inflection. In all courses emphasis is laid on accuracy of terminology and on thought rather than form. *Prescribed for all four-year students who do not elect Latin. Winter, spring, and summer terms.*

3. After completing two terms of grammar, students are given a cursory course in novel reading, elementary literature, and library work, especially that they may understand the organization of a modern library and know how to use its various books of reference. *Prescribed for all four-year students who do not elect Latin. Spring term.*

4. Work similar to that in Course 1, though more advanced, is offered. *Prescribed for all students of the two-year course. Spring term.*

5. Parts of speech, inflection, and more difficult constructions in syntax are studied. *Prescribed for all students of the two-year course. Fall term.*

6. This is a course in methods in grammar. The basis of grammatical study, nomenclature, the literature of grammar, more important constructions and the principles for its teaching, are discussed. *Prescribed for all four-year students. Four weeks in the fall term.*

RHETORIC

This is a practical course in English composition, the aim of which is to enable students to express their own thoughts with some degree of effectiveness. The principal forms of prose discourse are discussed by the instructor, the theory being put into practice by the class in daily and fortnightly themes. Throughout the course parallel reading in nineteenth century literature is required. *Required for all four-year students. Winter and spring terms.*

LITERATURE

1. The sources and development of the English drama are studied briefly in preparation for the five plays of Shakespeare, each one of which is used to illustrate, so far as possible, the chief elements of the drama. The aim of the course is not only to present adequately the plays undertaken in class, but also to provide the students with equipment sufficient for carrying on successfully future independent study. *Required for all four-year students. Fall term.*

2. Typical masterpieces. An endeavor is made in this course to furnish the pupil with sufficient critical apparatus for attacking independently any non-dramatic form of poetry. Some insistence is laid on literary history, but the

course centers around the various types of literature. Masterpieces of both American and English letters are used and much parallel reading is required. *Elective in all courses. Fall term.*

3. Typical Masterpieces, continued. *Elective in all courses. Winter term.*

4. Modern poets. This course deals principally with writings of one of two men, Tennyson or Browning. The technique of poetry and the spirit of the age receive special attention. *Elective in all courses. Spring term.*

5. Classical Drama. This course is a study of the drama from the time of Aeschylus to the fall of the Roman theatre. *Elective in all courses. Fall term.*

6. Renaissance Drama. This course is outlined with special reference to English drama. *Elective in all courses. Winter term.*

7. Modern Drama. The purpose of this course is to familiarize the student with what is best in modern drama. *Elective in all courses. Spring term.*

8. The English Novel. In this course five or six typical novels of the nineteenth century are studied in detail. The aim is, primarily, to furnish students with proper standards for judging novels; secondarily, to introduce them to some of the masters of prose fiction. *Elective in all courses. Fall term.*

9. The English Novel, continued. The work for the first few weeks is the same as in Course 5. The rest of the term is given to a technical study of the principles of literary criticism as applied to the novel. *Elective in all courses. Winter term.*

10. The English Novel, continued. The work of this term is the study of the history of the novel from Malory to Meredith. *Elective in all courses. Spring term.*

The courses in the drama and novel alternate. During the year 1911-1912 the course in the novel will be offered.

READING

The purpose of the courses in this department is to develop good oral readers. In the first year of the four-year course emphasis is placed upon thought conception, imagery, enunciation, articulation, emotion, and the relation of the physique to reading. This course is largely preparatory, dealing with the fundamentals. Each pupil is required to commit to memory at least one selection each term and present it before the class. No attention is given to what is commonly called "Elocution."

In the course for high school graduates the work is more advanced. The fall term work tries to establish standards for the criticism of reading, in addition to a study of those elementary principles which the classes may seem to need. During the winter term attention is directed towards the method of presenting mental pictures, thought conception, emotion, the central idea, subordination, time values, etc., in the grades.

An elective course is open to those who have completed one of the regular courses in reading and is designed to meet the special needs of individuals in the class. This course will not be given unless six or more elect it.

Several public rehearsals are held by all classes in reading during the year to which the pupils of the school and their friends are invited.

HISTORY, GOVERNMENT, AND ECONOMICS

PRESCRIBED

1. *Methods in History*, two terms. High school graduates' course, first and second years.

2. *Methods in History*, one term. Four-year course, third year.

3. *Economics*, one term. Two-year course, second year; four-year course, fourth year.

II. ELECTIVE

1. *American History and Government*, one year. Four-year course, second year.

2. *Ancient and Mediaeval History*, one year.

3. *Modern European History*, one year.

4. *Special Periods of American History*, one year. Courses 3 and 4 alternate. During the year 1911-1912, course 3 will be offered.

5. *American Government*, one term.

6. *Economics*, one term.

The instruction in history aims to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the methods and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration, are to be sought but not too exclusively. An attempt is made to develop a conception of history from the works of modern historians, and to show the relation of such a conception to history in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for school history can be selected with due regard to a conviction that history has rights as well as pedagogy.

Current methods of teaching history in the grades and up through the secondary school are studied and illustrated, together with the special literature of the subject. A critical examination

of historical textbooks is attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers are exhibited.

LATIN

Latin is elective throughout all courses. First year Latin may be taken either in the first or in the second year of the four-year course; Caesar in the second or third; Cicero and Virgil in the third or fourth.

Latin composition is studied in connection with Caesar and Cicero. In the second year some special attention is given to Roman antiquities; in the third, to constructions not found in Caesar, to figures of speech, the reckoning of time, the memorizing of selected passages, and the study of the Roman constitution.

The work in Virgil includes a study of Greek and Roman mythology, of poetical constructions, figures, and prosody, as well as the consideration of Virgil's debt to Homer and the memorizing of selected lines and passages. Sight translation and the study of the relation of Latin to English are a part of the work of every year. The work of the last term includes a course in Latin composition and a general review of the work of the four years.

The course in advanced Latin for high school graduates will not be offered in the year 1911-1912.

GERMAN

German is elective in the third and fourth years of the four-year course and in both years of the two-year course. The aim is to give the student such knowledge of the principles of German grammar and such practice in reading and translating, as will enable him to understand and enjoy the masterpieces of German literature. Special emphasis is laid upon idiomatic English in translating.

Elementary German

The work of this course includes a thorough study of the grammar, with both written and oral exercises, translation of standard German authors, with free reproduction of the material read, practice in sight reading and memorizing of German poems. In the first year Bacon's Grammar and *Im Vaterland* are used. Exercise in conversation is given based on selections from *Im Vaterland*.

Advanced German

In the second year the class reads *Hoher als die Kirche*, *Wilhelm Tell*, *Die Harzreise*, *Maria Stuart*, *Minna von Barnhelm*, or equivalents. The study of each drama includes a study of the author, the structure and composition of the drama, and its place in German literature. Written exercises are continued throughout the second year.

MATHEMATICS

Mathematics is purely an abstract science in its principles and processes, and as such affords an excellent means for mental discipline. The logical faculties are trained by the development of principles, of clear-cut definitions and logical forms of analysis, and by the constant effort to secure clear, accurate expression in solution and explanations. But it has practical as well as disciplinary value. Pupils must know how to perform mathematical calculations accurately and rapidly. Much of this training must come from arithmetic. Skill and power must both be developed here. To do this the subject must be viewed both as an art and as a science. The work in arithmetic in this school makes both of these prominent. In all the work in arithmetic attention is given to methods of presentation in the grades. The department is supplied with geometrical models and English and

metric weights and measures, also with lantern slides for use in illustrated lectures on the history of mathematics.

1. *Arithmetic.* The work of this course includes notation, numeration, the fundamental operations with integers and with common and decimal fractions, factors and multiples, the English and metric systems of weight and measures, involution and evolution, and some elementary problems in the measurement of surfaces and solids. *Required in the four-year course. Offered every term.*

2. *Arithmetic.* The principal topics are ratio and proportion and their application to some simple problems of physics and geometry, mensuration, percentage and its applications, and graphic arithmetic. *Required in the four-year course. Offered winter, spring, and summer term.*

3. *Arithmetic.* The subject-matter of this course and of Course 4 is essentially that of Courses 1 and 2, but the work is more advanced and assumes a knowledge of elementary algebra and geometry. More attention is given to methods of instruction. *Required in the two-year course. Fall term.*

4. *Arithmetic.* *Required in the two-year course. Winter term.*

5. *Methods in Arithmetic.* An effort is made to have the students become familiar with the best literature of the subject and with recent tendencies in the teaching of mathematics and to have them discover the rational basis for the organization of a course of study for arithmetic in the grades. The library contains a good collection of books on the teaching of elementary mathematics. *Required in the four-year course. Offered fall and summer terms.*

6. *Algebra.* This course covers algebraic nota-

tion, the fundamental operations, factoring, highest common factor, lowest common multiple, fractions, graphs, and simple equations in one and two unknowns. Both in this course and in Course 7, applications are made to simple problems in physics, mechanics, and geometry. *Required in the four-year course. Spring and summer terms.*

7. *Algebra.* The topics studied are involution and evolution, simultaneous equations of the first and second degree, theory of exponents, radicals, complex numbers, and quadratic equations. *Required in the four-year course. Fall and summer terms.*

8. *Plane Geometry.* Books I. and II. In all the courses in geometry special attention is paid to the solution of original exercises. Applications are made to simple problems in physics and mechanics. *Required in the four-year course. Winter and summer terms.*

9. *Plane Geometry.* Books III., IV., and V. *Required in the four-year course. Spring and summer terms.*

10. *Algebra.* The subject-matter includes the theory of quadratic equations, simultaneous equations of the second degree, ratio, proportion, arithmetical, geometrical, and harmonical progressions, logarithms, permutations and combinations, and probability. *Elective in both courses. Winter term.*

11. *Algebra.* A study is made of determinants and their application to sets of linear equations, some of the elementary properties of series, the binomial theorem, and so much of the theory of equations as to include the elementary transformations, location of roots, graphical representation of functions, Sturm's theorem, Horner's method of approximation, binomial equations, and the solution of the general cubic and biquadratic. *Elective in both courses. Spring term.*

12. *Solid Geometry*. Books VI., VII., and VIII. *Elective in both courses. Fall term.*

13. *Plane Trigonometry*. This course embraces the definitions and properties of the trigonometric functions, the deduction of important trigonometric formulæ, use of tables of logarithms, the solutions of plane triangles, and various practical applications. *Elective in both courses. Fall term.*

14. *Plane Analytic Geometry*. This is an elementary course in the analytic geometry of the plane and deals in particular with the properties of the conic sections, including a discussion of the general equation of the second degree. *Elective in both courses. Winter term.*

15. *Astronomy*. This course is of special importance to teachers of geography. It is chiefly a study of the solar system. The problems of practical astronomy are investigated as thoroughly as the mathematical acquirements of the class permit. Attention is directed to recent astronomical research. The department is equipped with a four-inch equatorial telescope and with a large number of lantern slides. *Elective in both courses. Spring term.*

GEOGRAPHY

The object of the work in geography is to give the pupils a knowledge of the earth's surface as the home of man, to show how physical conditions of the earth's surface have influenced life conditions, such as the distribution of peoples and industries, and to show how man has been able to become master of natural conditions, such as aridity of climate.

An attempt is made to have the pupil learn to picture for himself as clearly as possible those parts of the world that he has not seen, and for this the department is well equipped with maps,

globes, relief models, pictures, and lantern slides, as well as books and pamphlets. There is also a good collection of industrial materials for illustrating the commercial side of geography.

1. *Physiography*. A study is made of the land forms, the processes by which they are developed, and their influence upon man.

Laboratory work with topographic maps is an important part of the study, and excursions are made by members of the class, both individually and with the teacher, in order that practical illustration may accompany the more theoretical work of the class room. *Elective in the four-year course. Fall term.*

2. *Physiography*. A continuation of Course 1. A study of the distribution of winds, temperature, and rainfall on the earth, and the factors influencing this distribution. The principles deduced will be applied in the latter half of the term to some one or more geographic units showing the influence of climate upon the distribution of people and industries. This course may be elected without electing later courses, but is a requisite for Courses 4, 7, 8, and 9 for four-year students. *Elective in the four-year course. Winter term.*

3. *Physiography*. A study of the land forms, the processes of their formation, and of climate, with a view to an application in general geography. *Required in the two-year course. Fall term.*

4. *The Geography of the North American Continent*. A study of the physiographic regions of North America, with a detailed study of some of the more important regions of the United States. Students taking this course must have had either Course 3 or Courses 1 and 2. *Elective in the four-year course. Spring term. Required in the two-year course. Winter term.*

5. *Methods in Geography*. A study of materials

to be presented in the different grades, with reasons for their selection and methods of presentation. Illustrative lessons will be given before the class, from time to time, by critic teachers in the model school. *Required in the four-year course. Winter term.*

6. *Elementary Geology. Elective in both courses. Fall term.*

7. *Geography of Europe.* Requisites: Courses 1 and 2 or 3 and 4. *Elective in both courses. Winter term.*

8. *Commercial Geography.* Requisites: Courses 1 and 2 or 3. *Elective in both courses. Spring term.*

9. *Geography of Asia and Australia.* Courses 8 and 9 alternate. Course 9 will be offered in 1912. *Elective. Spring term.*

PHYSICAL SCIENCES

Physics

One year's work in physics is offered. This subject is required throughout the third year of the four-year course, and may be elected in either year of the two-year course. Students electing it must have completed elementary algebra and plane geometry.

Two double periods a week are devoted to laboratory work. About forty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat, is best adapted to a one-year course in the laboratory and of such fundamental value in the study of

physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time.

Three single periods a week are given to recitations upon textbooks and laboratory work, to the demonstration of principles by the teacher, with simple qualitative experiments, and to the application of these principles in numerous problems.

Though the value of formulæ as brief and concise statements of laws is emphasized, students are required to give a logical analysis of each problem and no mere substitution of values in a formula is accepted. It is believed that such a process is mechanical and not conducive to mental activity or power.

Chemistry

One year's work in general inorganic chemistry is offered as an elective in both the four-year and two-year courses. The work consists of two laboratory periods of double length and two recitations each week throughout the year.

The greater part of the time is given to the study of the non-metals because of their peculiar value in the development of chemical theory.

About two months is given to the study of the metals and some attention is given to the matter of solubilities of salts. It is intended that students completing the year's work shall have some skill in manipulation and be ready for the intelligent study of qualitative analysis and other branches of applied chemistry.

In the laboratory the preparation and properties of a number of common elements and compounds are studied, and a number of quantitative

experiments, illustrative of chemical laws, performed. The laboratory is well equipped.

Many problems in chemical arithmetic are introduced during the year.

BIOLOGICAL SCIENCES

It is by means of these courses that students are brought into contact with organic nature and obtain an insight into the structures, processes, and environmental relations of living beings. Biological study gives opportunity for accurate and complete observation, for correct interpretation of objects, and for the derivation of inferences, and generalizations. In addition to these methods of thought, the facts and observations are in themselves interesting and important. They aid in establishing a relationship between the student and his organic environment. They form the scientific basis for the understanding of agriculture, sanitation, hygiene, and other economic phases of biology.

The department has an adequate modern equipment for the presentation of these subjects. Microscopes, microscopic slides, physiological apparatus, and collections of plants and animals make individual laboratory study possible. The school garden and greenhouse afford exotic vegetation forms and the best possible conditions for physiological experimentation.

1. *Botany.* This course presents an introduction to plant life. It deals with the organs and physiological processes of the higher plants. Stress is laid upon the relation between the plant and its environment. Recitations, field and laboratory work. *Required in the first year of the four-year course, and elective in the two-year course. Fall and spring terms.*

2. *Botany.* This course is a continuation of Course 1. The structure and life histories of the algæ, fungi, mosses, ferns, and seed plants are considered. Emphasis is laid upon the alternation of generations and the genetic development of the several groups. *Required in the first year of the four-year course and elective in the two-year course. Winter term.*

3. *Hygiene.* Biological aspects of hygiene and sanitation. Bacteria, algæ, and certain insects will be discussed with reference to personal habits, home and school management, and municipal affairs. Prerequisite: Courses 1 and 2. *Required in the first year of the four-year course and elective in the two-year course. Spring term.*

4. *Zoology.* This deals chiefly with life histories, habits, and environments of forms of animal life of particular importance to man, such as birds, insects, and fishes. The work consists principally of laboratory work, field work, and recitations. *Elective in the second year of the four-year course and in the two-year course. Fall and spring terms.*

5. *Zoology.* This is chiefly for the purpose of acquainting pupils with the animal kingdom as a whole. The main groups are taken up in order, beginning with the simplest forms and proceeding to the most complex ones. A typical species of each group is considered from a structural, physiological, and ecological standpoint; and the information so obtained is used as a basis for a less detailed study of other representatives of the group. The exercises consist of laboratory work and recitations. *Elective in the second year of the four-year course and in the two-year course. Winter term.*

6. *Biology.* This course forms the first part of the biological work required of high school graduates. Such topics in the morphology and physiology of the higher plants as will lead to a

better understanding of plant life, and be helpful in the teaching of nature study are considered. *Required in the first year of the two-year course. Spring term.*

7. *Biology.* Continuation of Course 5. Certain animal types are studied for the purpose of illustrating some general principles of animal behavior, development, and evolution. *Required in the second year of the two-year course. Fall term.*

8. *Human Physiology* The tissues and organs of the human body are studied as to their structure, function, hygiene, along with consideration of the important life processes. Comparisons are made between the human body and those of lower animals, thus relating the subject to zoology. The work consists of recitations with some laboratory exercises. *Elective in all courses. Spring term.*

9. *Methods in Nature Study.* The aim of this course is to present the general problems concerning science work in the grades and to familiarize students with important plants and animals and with such exercises with them as can be brought before the children in nature study classes. The work involves reports by students, lectures, field work, and bibliography making. *Required in the third year of the four-year course. Spring term.*

10. *Botany.* A course in ecological botany, involving a study of the plant associations in the vicinity of Charleston, will be given during the fall term of 1911. Courses 1 and 2, or their equivalent, are prerequisite. Lectures, laboratory, and field work. *Elective in all courses. Fall term.*

11. *Botany.* An ecological study of the principal tissues of the higher plants. The various tissue systems are taken up in the light of their functions and origin. The modification of tissues through the agency of external factors such as light, heat, moisture, etc., will be studied by means

of preparations and experimentation. Prerequisite: Course 9. *Elective in all courses. Winter term.*

12. *Botany.* During the spring of 1912 a special course on the algæ of Charleston and vicinity will be given. Attention will be paid to the methods of collecting, preserving, and identifying algæ. The life histories and ecological relations of selected species will be studied in detail. Individual field work will be required. *Elective in all courses. Spring term.*

DRAWING

The work in drawing stands for certain well-defined ends in the preparation of the teacher.

With our present educational system, the part of the subject which will be of the greatest value to the teacher is not that which he may teach again in his own school, but that which will enable him to draw quickly and correctly from sight, memory, or imagination anything that will add interest or force to his school work; and that which makes for his own æsthetic culture. At the same time the student teacher must be able to teach a rational system of drawing in the school in which he works.

With these ends in view the instruction has been arranged in two parts.

Illustrative Art

For the first, a thorough course in free-hand perspective, including:

1. Study of type from solid and natural forms
2. Practice in application of principles by (a) drawing at sight from the objects; (b) drawing from memory on paper and on the blackboard
3. Problems in perspective or drawing from imagination (a) on paper, time unlimited; (b) on the blackboard, time sketches

4. Elements of light and shade

The second part of the course is not less important than the first, and its practical value to the teacher is no less real, though less easily perceived.

Decorative Art

The culture that comes from the study of beautiful forms of art must be experienced to be appreciated and its value is not, therefore, so evident as that of illustrative art. Nevertheless, the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world in art.

The Course of Study

The first two terms are taken up with work in black and white, proceeding from a simple outline drawing to a more finished one in light and shade.

Work is done from objects, flowers, fruit and vegetables, type forms, composition, outdoor sketching, pose and casts. The last term is devoted to color work, water colors being the medium, and the idea of drawing in color is given. Pottery, flowers, fruit and vegetables, still life, and outdoor sketching, are the line of work.

The drawing room is well filled with tables, casts, and objects for work.

MANUAL TRAINING

Manual training is required for two terms in the fourth year of the four-year course; it is also

elective for three terms in all courses. The wood-work is required and the weaving and basket-making or the woodwork is elective.

The woodwork includes whittling and bench-work. The technical use of tools is shown in the making of objects which are carefully graded in the order of their difficulty; but considerable choice is given the student as to the article he wishes to make.

Not only is practical instruction given in these particular branches of handwork, but theoretical instruction as to materials and tools used, and the nature and application of the different exercises. Attention is given to excellence in design that the judgment may be trained to appreciate beauty in form and proportion and the suitability of the article to the end in view.

Classes for observation are conducted through all the grades of the Model School.

MUSIC

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing pupils to well known composers, classical and popular. Recitals are given at which both vocal and instrumental works are interpreted by the instructor. The following programmes have been given:

Beethoven

Liszt

Schubert

Schumann

Grieg and Chopin

Arias and Ballads by Famous Composers

German Folk Songs

Elliland by Alexander Von Fielitz

The Queen of the Sea by Hummel

Schiller's Lay of the Bell by Romberg.

During commencement week the children of the Model School give an operetta under the direction of the teacher in music. "The Fairy Grotto" by G. M. Stratton, "Hans and Gretel" by Humperdinck and Bohm, "Cinderella" by E. Cuthbert Nunn, and "Snow White and the Seven Dwarfs" by George F. Root have been given.

LIBRARY SCIENCE

The legislature of the State of Illinois has made provision for school libraries by allowing directors the privilege of purchasing books from school funds remaining after all necessary expenses are paid.

There should be the assurance that those in charge of the schools shall know the value of these libraries and understand their use and administration. In accordance with the need of special preparation for this work, an effort has been made to outline a practical course of instruction in the use, selection, and care of books.

The Course of Study

1. Selection and ordering of books
2. Accession record
3. Classification
4. Book numbers
5. Cataloguing
6. Shelf department
7. Mechanical preparation of books for the shelves
8. Charging system
9. Reference
10. Binding

11. Repairing
12. Miscellaneous subjects:
 - (a) Supplies or library tools
 - (b) Handwriting
 - (c) Scrap-books
 - (d) Agencies
 - (e) Traveling libraries
 - (f) Children's reading
 - (g) Provisions made by the State for creating and maintaining school libraries; the relation of libraries to schools
 - (h) General rules governing the use of the library
 - (i) Care and use of pictures

THE LIBRARY AND READING ROOM

The library occupies two rooms in the south-west corner of the first floor of the building. It was opened in September, 1899, and has grown steadily until it now contains about 15,000 volumes.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred periodicals, including, in addition to those of general interest, many devoted to special subjects. The books for general circulation are kept in the stack room, to which all students of the Normal School and pupils of the seventh, eighth and ninth grades are admitted. For grades lower than the seventh school-room libraries are provided. The library has a dictionary card catalogue and the books are classified according to the Dewey decimal system. There is a large collection of classified pictures for use in all departments. Two trained librarians are in charge, giving necessary aid and instruction to students in the use of books.

A List of Periodicals

American Geographical Society—Bulletin
American Historical Review
American Homes and Gardens
American Journal of Psychology
American Journal of Science
American Journal of Sociology
American Library Association—Book List
American Library Association—Bulletin
American Magazine
American Mathematical Monthly
American Naturalist
American Political Science Review
American School Board Journal
Annals of Botany
Atlantic Monthly
Biological Bulletin
Bird Lore
Blackwood's (*American reprint*)
Book Review Digest
Bookman
Botanical Gazette
Botanisches Centralblatt
Bulletin of Bibliography
Catholic World
Century Magazine
Chicago—Department of Health—Bulletin
Classical Journal
Classical Philology
Classical Weekly
Collier's
Cornell University—Home Nature Study Course
Country Life in America
Craftsman
Cumulative Book Index
Dial
Edinburg Review (*American edition*)
Education

Educational Foundations
Educational Review
Educator-Journal
Elementary School Teacher
English Historical Review
Etude
Everybody's Magazine
Forestry Quarterly
Forum
Garden Magazine
Geographical Journal
Government Publications
Guide to Nature
Harper's Monthly Magazine
Harper's Weekly
House Beautiful
Illinois State Historical Library—Journal
Independent
International Studio
Journal of American History
Journal of Economic Entomology
Journal of Education (*London*)
Journal of Education (*New England*)
Journal of Educational Psychology
Journal of Experimental Zoology
Journal of Geography
Journal of Geology
Journal of Philosophy, Psychology, and Scientific
Methods
Journal of Political Economy
Journal of the New York Botanical Garden
Ladies' Home Journal
Library Journal
Life
Literary Digest
Littell's Living Age
Little Folks
McClure's Magazine

Manual Training Magazine
Masters in Art
Mathematics Teacher
Mind and Body
Modern Philology
Monist
Monthly Evening Sky Map
Nation (*New York*)
National Geographic Magazine
Nature
Nature Study Review
New England Magazine
New Music Review
North American Review
North Dakota Magazine
Open Court
Outing
Outlook
Pan-American Union—Bulletin
Pedagogical Seminary
Photographic Times
Physical Review
Plant World
Poet Lore
Political Science Quarterly
Popular Astronomy
Popular Science Monthly
Public Libraries
Reader's Guide to Periodical Literature
Review of Reviews
Rhodora
St. Nicholas
Saturday Evening Post
School and Home Education
School Bulletin
School Century
School News
School Review

School Science and Mathematics
Science
Scientific American
Scientific American Supplement
Scottish Geographical Magazine
Scribner's Magazine
Speaker
Suburban Life
Survey
Teachers College Record
Torrey Botanical Club—Bulletin
U. S. Bureau of Labor—Bulletin
U. S. Bureau of Manufactures—Monthly Consular
and Trade Reports
U. S. Bureau of Statistics—Monthly Summary of
Commerce and Finance
U. S. Experiment Stations—Experiment Station
Record
U. S. Library of Congress—List of State Publica-
tions
U. S. Superintendent of Documents—Monthly
Catalogue
U. S. Weather Bureau—Monthly Weather Review
Westminster Review (*American Edition*)
Wisconsin Library Commission—Bulletin
World To-day
World's Work
Youth's Companion

Newspapers

Charleston Daily Courier
Charleston Daily News
Charleston Daily Plaindealer
Chicago Record-Herald, Daily and Sunday
Chicago Tribune, Daily and Sunday
New York Globe
New York Times, Daily and Sunday
St. Louis Globe-Democrat, Daily and Sunday
St. Louis Republic, Daily and Sunday

THE NORMAL SCHOOL BULLETIN

The Normal School Bulletin, a sixteen-page monograph, devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school free of charge. The numbers issued are:

1. A Suggestion for Teaching Shakespeare's Dramas, *by Thomas H. Briggs, Jr., A. B.*

2. Method in Teaching, *by Francis G. Blair, B. S.*

3. The Causal Idea of History, *by Roswell C. McCrea, Ph. D.*

4. Some of the Objects of studying English Grammar, *by W. M. Evans, Litt. D.*

5. The School Garden, *by Otis W. Caldwell, Ph. D.*

6. Manual Training, *by Caroline A. Forbes.*

7. The School Library, *by Florence M. Beck, B. L. S.*

8. Graphic Arithmetic, *by E. H. Taylor, B. S.*

9. Reading in Grades, *by Katharine Gill.*

10. The Relation of the Home and School, *by Charlotte May Slocum.*

11. Bird Study in the Rural School, *by Thomas L. Hankinson, B. S.*

12. Bird Study in the Rural School (second edition), *by Thomas L. Hankinson, B. S.*

13. Physics in the High School, *by Albert B. Crowe, A. M.*

14. Some Suggestions for the Teaching of Geography in the Grades, *by Annie L. Weller, B. S.*

15. Fourth Year Geography in the Illinois Course of Study—Topic: The Work of Water, *by Clara M. Snell.*

16. English Composition in Secondary Schools—Topic: Correct English, *by Florence V. Skeffington, A. B.*

17. The Study of Literature in the Upper Grades, *by Isabel McKinney, A. M.*

20. The School Garden II., *by Otis W. Caldwell, Ph. D.*

23. Some Problems in Education, *by John M. Coulter, Ph. D.*

26. Education and Utility, *by W. C. Bagley, Ph. D.*

29. Eastern Illinois Teachers' Association—Thirteenth Annual Meeting.

30. Reading in the Grades (second edition) *by Katharine Gill.*

32. The Annual Invitation Athletic and Oratorical Meet held at the Eastern Illinois State Normal School.

THE SCHOOL GARDEN AND GREENHOUSE

An opportunity is given for seeing the work done by pupils of the Model School in elementary agriculture. Small plots of ground are planted and cared for by the students under the direction of the gardener and the teachers. Connected with the students' garden is a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the methods of propagation, crop rotation, and some of the principles of plant breeding.

An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories.

Additional facilities for field observations and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes walk of the biological laboratories.

THE CHRISTIAN ASSOCIATIONS

Both the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

ATHLETICS

All athletic contests in which the school participates are under the control of an athletic association, of which the majority of the men of the school, both students and teachers, are active members.

Students to be eligible to take part in contests with other schools must carry at least twelve periods of work each week and make an average grade of at least seventy per cent.

THE ATHLETIC AND ORATORICAL MEET

The Third Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association was held in Charleston on May 13, 1911. The track and field events were held in the new athletic field of the Normal School and the oratorical contest in the Assembly Hall.

Prizes were awarded to the winners of each of the athletic events, a gold medal for the first place, a silver medal for second place, and a bronze medal for third place. In each division of the oratorical contest the winner of first place received a gold medal; of second place, a silver medal; of third place, a bronze medal.

The athletic meet was won by Paris with a total of 27 points. Paris won the relay race, which did

not count for points. Mr. Nickerson, of Champaign, won 16 points and took the prize for the highest individual score.

In the girls' oratorical contest Miss Ruth Clark, of Georgetown, won first place; Miss Frances Burchit, of Danville, second place; and Miss Ruth Baker, of Harrisburg, third place. In the boys' oratorical contest Mr. Julius Robertson, of Shelbyville, won first place; Mr. Donald Glover, of Urbana, second place; and Mr. John Ratcliff, of Greenup, third place.

This meet is conducted primarily for the furtherance of clean athletics, clean sport in the high schools of Eastern Illinois, and the proceeds of the meet are used for that purpose.

PHYSICAL EDUCATION

The department of Physical Education provides instruction and means for the improvement and preservation of health and the harmonious development of the body. It prepares graduates to introduce practical free gymnastics into their schools, and to exercise intelligent oversight of the physical needs and conditions of school children.

The work requires regular class exercises in the gymnasium during the fall and winter and on the field in the spring. A limited amount of optional work, outside of regular exercise, is permitted under the supervision of the physical instructor.

The physical welfare of the student is made the prime object of attention. It is the purpose of the department to make a careful physical examination of every student at the beginning of each fall term, at the close of the school year, and at such intervals as seem necessary. This forms the basis of comparison of the student's condition and needs, and determines the character and amount of

exercise necessary to overcome marked deficiencies and irregular development. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study and exercise best suited to individual development are given by the special teachers in charge.

Violent exercise will be discouraged, but students will be required to take rational exercise for the proper development of the body and correcting improper postures in standing, sitting, and walking.

Every student in the school, unless excused for special reasons by a physician, will be required to take the work of this department. Each pupil will be expected to have a regular gymnasium suit, which should be obtained at the school in order that suits be uniform both in color and pattern. The cost, including shoes, is about \$5.50.

That the student may obtain a practical knowledge of the theory and practice of teaching gymnastics in its broadest acceptance, for use in his profession, special lecture courses are given covering the history, systems, methods, and educational value of gymnastics and its relation to other branches. Practice teaching in the gymnasium under the direction of the physical instructor is required during the fourth year, that the student may be better enabled to introduce physical training when he enters the general profession of teaching.

COURSE ONE

(a) *Practice*

Regular exercise in the gymnasium. Free developing exercises; Swedish free exercises, facings and marchings; elementary heavy gymnastics as work on Swedish boom, climbing ropes and stall bars, and vaulting over rope and horse; elemen-

tary balance steps; gymnastic games, captain, volley and basket ball, and tennis.

(b) *Theory*

Instruction in Hygiene. Careful consideration is given to the various conditions of life, such as air, diet, exercise, sleep, bathing, and occupation that affect the human organism and tend to adapt it to its environment.

COURSE TWO

(a) *Practice*

Free developing exercises; Swedish gymnastics; heavy gymnastics on boom, stall bars, ropes, window ladders, and vaulting on box and horse; gymnastic games, plays, and field sports; balance steps.

(b) *Theory*

Lectures in Kinesiology. A knowledge is acquired of the simple anatomical movements of the body and a general analysis is made of the articular and muscular mechanism of gymnastic exercise.

COURSE THREE

(a) *Practice*

Swedish gymnastics; light gymnastics including drills in Indian club swinging; heavy gymnastics on ropes, ladders, vaulting horse, and box; gymnastic games, plays and field sports, including field hockey.

(b) *Theory*

Lectures in gymnastic theory. This is a continuation of the work in course two. Principles governing the making out of gymnastic lessons are studied and the gymnastic day's order is analyzed. The subject of schoolroom gymnastics, together with story-plays and games, is considered also the grading of gymnastic exercise.

COURSE FOUR

(a) *Practice*

Advanced Swedish gymnastics; advanced drill in Indian club swinging; instruction in advanced heavy apparatus work; athletics for women; including running, jumping, and throwing the basket ball, field sports and out-of-door games; aesthetic gymnastics.

(b) *Theory*

Lectures on the subject of the history and literature of Physical Education. It is the purpose of this course to give the student a general idea of the origin of physical education, its rise and development as a science, and to acquaint him with the characteristics of the various forms of physical exercise during the ancient, mediaeval, and modern historic periods.

Practice teaching is conducted in the gymnasium, each student in turn teaching a section of the class, general criticisms being made by the physical instructor and pupil critics. Students are expected to present written criticisms of each gymnastic lesson taught by a fellow student, these being read and discussed later in the class for the benefit of fellow members.

MODEL SCHOOL

Physical education in its broadest sense includes, not only the cultivation of certain muscular exercises and technical dexterities, but the conservation of all those agencies influencing every mental and nervous faculty the harmonious action of which we call health.

It is the development, by use, of the motor powers of the body for the sake of health and serves as a basis for the cultivation of higher mental and moral faculties. The aim is health and education, strength of body, strength of mind,

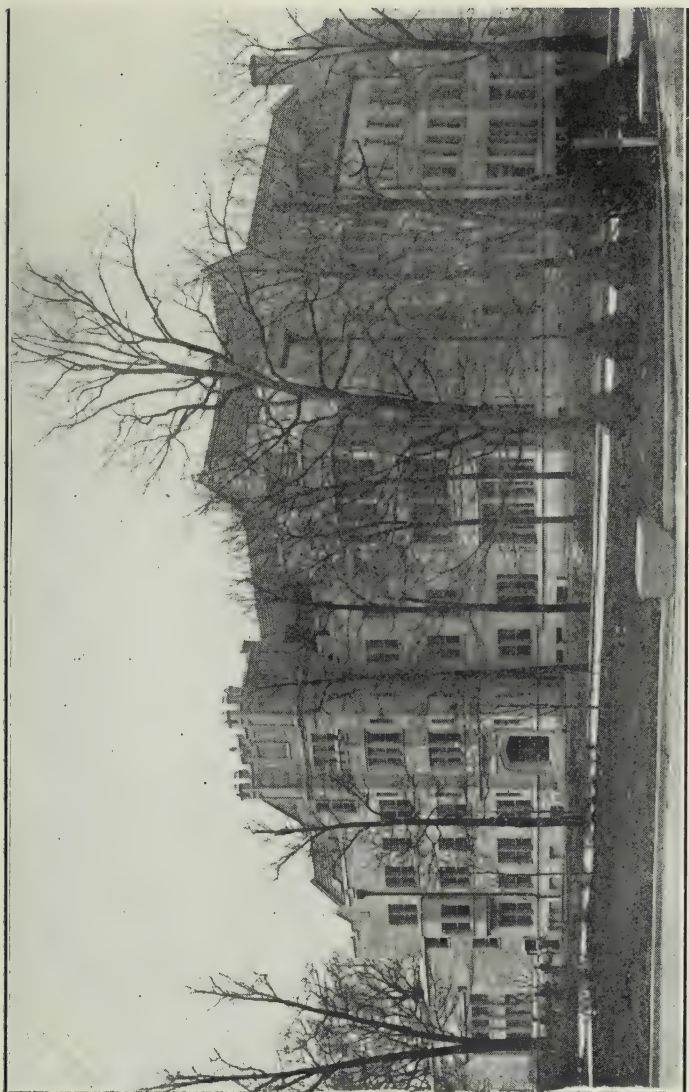
strength of soul, the perfect harmony of mind and body.

With the knowledge that it is the function of education to train the growing individual for usefulness in life and that the capacity for usefulness is largely determined by physical health, the value of gymnastics as taught in public schools today is easily understood.

The work in the Model School provides instruction in gymnastics in the school room and gymnasium by the physical instructor once a week, the critic teachers conducting outlined lessons in the school room two or three days during the week, time depending on the grade.

In the lower grades formal gymnastic work is used but little, muscular activity being gained through educational play. To the child play is the real world and in early childhood cannot be overdone. Free play exercises muscles, improves circulation, stimulates digestion and glandular activity, and is necessary for the growth of the child. Stories adaptable to surroundings are repeated to the children, the themes and actions being executed by the pupils. The child is unconscious of the energy expended, but is developing mental and physical powers in a pleasing manner.

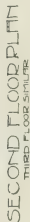
In the grammar grades the work is more formal, Swedish free exercises being used in combination with games and plays. In the latter, we develop imagination, imitation, observation, harmony, unselfishness, honor, and self control, all of which can be guided so as to become a powerful factor in education, moral, physical, and mental. Marching drills and reigens are also used, as well as balance steps for the training of the power of co-ordination, also for the development of grace and poise. In the spring the work is conducted

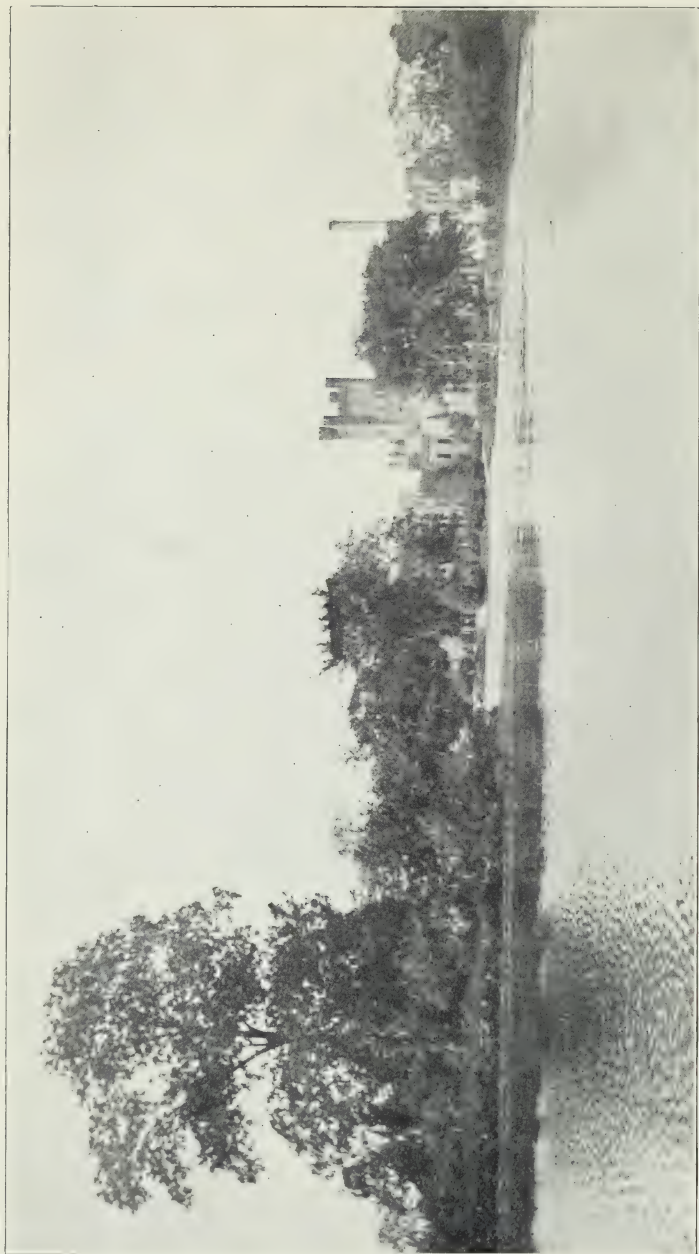


DORMITORY BUILDING FOR THE

EASTERN ILL. STATE NORMAL SCHOOL,
AT CHARLESTON, ILLINOIS

W. CARBYS ZIMMERMAN
STATE ARCHITECT
CHICAGO.





THE SCHOOL FROM ACROSS THE LAKE

out-of-doors, boys of the upper grammar grades receiving instruction in track athletics, the girls playing basket ball and field games.

WOMAN'S BUILDING

The legislature of 1907 appropriated one hundred thousand dollars for the woman's building and gymnasium—the first appropriation for such a purpose ever made in the State of Illinois. A fine stone structure was finished and occupied January fourth, 1909. Nearly all the rooms in the building were taken from the first and the demand for rooms has already exceeded its capacity. The building has met the fondest hopes of its most ardent advocates, and its value as a social center in the school and in setting good standards of living is already established.

Room, including heat and light, with table board and privileges of a laundry, is furnished for four dollars a week. Students are not required to furnish anything.

STUDENTS

Graduate Students

Carman, Ruth.....	Charleston
Earnhart, William H.....	Flat Rock

Saturday Students

McDonald, Alice B.....	Charleston
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One-Year Course

Gilchrist, Edith Lanna.....	Shawneetown
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Second Year of the Two-Year Course

Ashmore, Lula B.....	Charleston
Brayton, Virgul L.....	Charleston
Coffey, Anna E.....	Kansas
Gaiser, Lois M.....	Charleston
Gallagher, Margaret.....	Alton
Glassco, Hazel G.....	Charleston
Henry, Flossie E.....	Kansas
Hill, Stanley.....	Mattoon
Jennings, Alma I.....	St. Elmo
Jennings, Walter W.....	St. Elmo
Kelley, Marguerite A.....	Danville
Mason, Helen G.....	Charleston
Maxham, Helen J.....	Charleston
Murphey, Edith M.....	Urbana
Parkison, Cora A.....	Charleston
Patrick, Ada.....	Decatur
Phillips, Mary.....	Danville
Schlobohm, Lucy S.....	Findlay
Tiffany, Burton E.....	Lawrenceville

First Year of the Two-Year Course

Arterburn, Pauline.....	Kansas
Baker, Nellie E.....	Martinsville
Beall, Ruth A.....	Paris
Bradley, Lillian V.....	Charleston
Briggs, Stella R.....	Charleston
Burghart, Verna M.....	Covington, Indiana
Childress, Nelle I.....	Olney
Clarke, Avagail.....	Mattoon
Clodfelter, Essie M.....	Olney
Conley, Ellen G.....	Arcola
Coultas, Bertha E.....	Virden
Craig, Florence G.....	Mattoon
Daringer, Helen F.....	Danville
Doscoska, Anna.....	Charleston
Endsley, Antha E.....	Charleston
Gilbert, Pearl.....	Rossville
Gossett, Vera O.....	Casey
Guthrie, Lillian J.....	Charleston
Haley, Nellie C.....	Arcola
Harding, Mabelle L.....	Vandalia
Hedrick, Edna M.....	Le Roy
Hotchkiss, Maude.....	Palestine
Jacoby, Katherine A.....	Arcola
Jenkins, Alice.....	Charleston
Lindhorst, Frank A.....	Charleston
Lindsey, Bess M.....	Danville
Loggins, Edna K.....	Greenville
McCarty, Inez A.....	Robinson
Moore, Eleanor E.....	Casey
Mull, Irene.....	Pana
Natho, Esther.....	Danville
Nelbick, Mary E.....	Ridgefarm
Newell, Emma.....	Oak Park
Newport, Nell A.....	Villa Grove
Norton, Attaway.....	Evansville, Indiana
Patton, Lola.....	Arthur

Payne, Lillie M.....	Newton
Reed, Sophia P.....	Garrett
Robinson, Ruth L.....	Edwardsville
Root, Gretchen, L.....	Newman
Schilling, Ruby J.....	Vandalia
Schroeder, Eunice L.....	Nashville
Smith, Jessie E.....	Mattoon
Stewart, Stanley S.....	Vandalia
Stickrod, Thomas J.....	Gifford
Sumerlin, Harold.....	Mattoon
Tibbals, Lella M.....	Arcola
Timm, Katherine E.....	Arthur
Troutman, William C.....	Charleston
Walker, Ione H.....	Charleston
Waters, Eunice.....	Charleston
Webster, Essie.....	Nokomis
West, Margaret.....	Charleston
White, Rono.....	Charleston
Wiley, Flossie.....	Kansas
Williams, Clarence E.....	Marshall
Willson, Hazel E.....	Charleston

First Year of the Three-Year Course

Allen, Wesley.....	Allerton
Draser, Henriette L.....	Mascoutah
Flaherty, Cecil P.....	Lerna
Miener, Clara A.....	Trenton
Reinhardt, Bertha A.....	Mascoutah
Sparks, Edna B.....	Charleston
Stock, Hilda E.....	Mascoutah

Fourth Year of the Four-Year Course

Archer, Susie E.....	Charleston
Byers, Helen.....	Charleston
Faris, Susie.....	Lerna
Galbreath, Annie.....	Ashmore
Gray, Ruth.....	Charleston
Hill, Charles.....	Charleston
Homann, Fred G.....	Mattoon

Jones, Vernie A.....	Willow Hill
Kibler, Carl M.	Wheeler
Linder, Lewis S.....	Charleston
Long, Charles E.....	Charleston
McKittrick, Cynthia A.....	Tower Hill
Newman, Grace.....	Charleston
Phipps, Anna E.....	Charleston
Rennells, Ursa.....	Charleston
Rodecker, Waverly.	Mulberry Grove
Schriner, Elizabeth O.....	Charleston
Sidwell, Roscoe E.....	Casey
Stanberry, Hewett R.....	Charleston
Stewart, Alma.....	Ashmore
Taylor, Kathryn B.....	Arthur
Taylor, Ruthe.....	Arthur

Third Year of the Four-Year Course

Adams, Della R.....	Charleston
Allison, Worth A.	Charleston
Ames, Nellie B.....	Charleston
Anderson, Clara A.	Charleston
Blackburn, Nema A.....	Paris
Butler, Lee A.....	Charleston
Byers, Veva M.....	Charleston
Chapman, Bertha M.....	Charleston
Connell, Harry O.....	Charleston
Crowe, Elizabeth D.....	Charleston
Dollahan, John W.....	Lawrenceville
Dollahan, Martin L.....	Lawrenceville
Dorsey, Bessie F.....	Moro
Dulin, Nina.....	Brocton
Emrich, Pearl.....	Casey
Feagan, Gladys E.....	Charleston
Fleming, Denna F.....	Paris
Furste, Alma E.....	Humboldt
Gilbreath, Cora J.....	Henning
Gossett, William E.....	Charleston
Handshy, Ruby E.....	Worden

Hardy, Edith M.....	Waterloo
Harris, Ruby M.....	Coffeen
Houchin, Lillie E.....	Arcola
Housel, Olive.....	Hindsboro
Jenkins, Sarah C.....	Charleston
Jordan, Carrie M.....	Charleston
Keefer, Iva M.....	Paris
Kern, Vern H.....	Gays
Kimball, Lula.....	Westfield
Kime, David O.....	Dudley
King, Robert.....	Charleston
Kisner, Lynn.....	Bellair
Kruse, Marie.....	Tuscola
Logan, Leah A.....	Arcola
Lovett, Elizabeth R.....	St. James
Maxey, Rosettie.....	Oblong
McCallister, Gladys C.....	Arcola
McDonald, Georgia H.....	Lerna
McDougle, Elizabeth.....	Charleston
McDougle, Grace A.....	Humbolt
Mitchell, Kate.....	Charleston
Newlin, Muriel H.....	Charleston
Ney, Mary E.....	Pana
Orcutt, Guy R.....	Charleston
Phillips, Minnie.....	Sullivan
Pinkstaff, Orra F.....	Lawrenceville
Pinkstaff, Ralph W.....	Charleston
Prather, Lillie.....	Ashmore
Randolph, Lillie.....	Charleston
Rankin, William Merle.....	Charleston
Reeder, Maud.....	Humbolt
Rich, Ciney.....	Birds
Robinson, Runie T.....	Charleston
Rosebraugh Esther M.....	Charleston
Rugan, Laura E.....	Vandalia
Sampson, Homer C.....	Wheeler
Schriner, Dimple B.....	Westfield
Sexson, Portia W.....	Charleston

Sharps, Mildred.....	Mattoon
Shoot, Lois M.....	Charleston
Steinmetz, Ferdinand H.....	Edwardsville
Stitt, Eva W.....	Toledo
Whalen, Mary M.....	Charleston
Wieland, John A.....	Marshall
Wiemers, Oscar W.....	East Alton
Wiman, Raymond V.....	Oblong
Wright, Fern G.....	Charleston

SECOND YEAR OF THE FOUR-YEAR COURSE

Bails, Erle R.....	Charleston
Barger, Joseph L.....	Charleston
Bartels, Otilie W.....	Dieterich
Bidle, Mary H.....	Charleston
Bilyeu, Katherine M.....	New Douglas
Boyer, Brent.....	Ashmore
Boyer, Mamie A.....	Newman
Brown, Fred.....	Mattoon
Butler, James G.....	Charleston
Chenoweth, Lela M.....	Charleston
Cherry, George W.....	Charleston
Conrad, Charles W.....	Charleston
Corzine, Bruce H.....	Charleston
Cottingham, Neal.....	Charleston
Crews, Ruth A.....	Charleston
Davis, Loxa E.....	Charleston
Dowler, Emery R.....	Tower Hill
Ewald, Paul G.....	Mt. Carmel
Fasig, Mabel C.....	Charleston
Fletcher, Ruth E.....	Sorento
Frakes, Reba L.....	West Union
Frazier, Arthur O.....	Paris
Funk, Nina M.....	Moriah
Furness, Mabel M.....	Sullivan
Galbreath, Elizabeth.....	Ashmore
Giffin, William E.....	Charleston
Goldsmith, Alonzo F.....	Jewett

Golladay, Alma A.....	Charleston
Gordon, Homer K.....	Charleston
Gubbins, George.....	Charleston
Hanley, Mary E.....	Charleston
Hart, Frances E.....	Charleston
Hill, Ross.....	Charleston
Hopper, Orley C.....	Janesville
Housel, Mamie L.....	Hindsboro
Huber, Iva C.....	Charleston
Hudson, Louise D.....	Charleston
Hunt, Minnie M.....	Arcola
Hurst, Dolly.....	Toledo
Hutton, Nina H.....	Charleston
Jenkins, William F.....	Charleston
Johnson, Loren L.....	Charleston
Keefer, Grace.....	Paris
Keith, Elden E.....	West York
Kilgore, Edna C.....	Charleston
King, Carrie E.....	Rose Bud
Lacy, Pearl E.....	Trilla
Lanman, Ruth A.....	Ashmore
Lawton, Stella R.....	Paris
May, James H.....	Charleston
McCandlish, Fred R.....	Toledo
McGurty, Frank J.....	Charleston
Meeker, Iva P.....	Hazel Dell
Morse, Ora.....	Findlay
Myers, Clara.....	Oakland
Noffke, Rudolf R.....	Sigel
Osborn, Hazel P.....	Hindsboro
Payne, Edwin F.....	Newton
Phipps, Harold S.....	Charleston
Pierce, Harriet F.....	Sullivan
Pinkstaff, Lee.....	Lawrenceville
Popham, Helen E.....	Charleston
Rankin, George B.....	Charleston
Rardin, Mabel M.....	Humbolt
Reid, Emily C.....	Lancaster

Rodgers, Eugene	Janesville
Rosebraugh, Lela	Charleston
Schlobohm, Anna K.	Findlay
Scott, Ella G.	Newton
Shoemaker, James W.	Charleston
Shrader, Dora.	Humbolt
Skidmore, Susan E.	Newman
Stevens, Benny F.	Charleston
Stroud, Ethel	Altamont
Stroud, Frank D.	Altamont
Stroud, Roland C.	Altamont
Tolly, Ruth	Charleston
Twigg, Helen R.	Brocton
Vaughn, Guy	Bellair
Ward, Edna C.	Toledo
Wilson, Mary M.	Charleston
Wilson, Sumner G.	Charleston
Wilson, William M.	Charleston
Wiser, Clem	Martinsville
Witters, Clara E.	Sullivan
Witters, Laura A.	Sullivan
Wooten, Hazel O.	Tuscola

FIRST YEAR OF THE FOUR-YEAR COURSE

Allen, Zella O.	Edgewood
Andrus, Silas J.	Mt. Carmel
Apple, Florence R.	Robinson
Ashworth, Forrest R.	Mattoon
Baber, Adin	Dudley
Barger, Fredrick H.	Janesville
Barger, Mathew W.	Janesville
Bell, Edson G.	Bellair
Bennett, Clarelu	Martinsville
Bennett, Jesse G.	Barnett
Berry, Evelyn	Lerna
Betts, Rilda	Hammond
Bond, Gertrude L.	Mattoon
Bridges, Maud E.	Mattoon

Briggs, Robert F.....	Charleston
Broadhurst, Ray.....	West Union
Brokaw, Mary R.....	Charleston
Buchanan, Vera.....	Pinkstaff
Buckner, Dorothy O.....	Martinsville
Burris, Lela F.....	Waggoner
Burton, William H.....	Louisville
Carothers, Sarah C.....	Charleston
Carothers, Stella L.....	Charleston
Carter, Thomas H.....	Bruce
Carwell, Virginia.....	Lerna
Chenoweth, Lola M.....	Charleston
Chiddix, John C.....	Palestine
Chronic, George E.....	Charleston
Clabaugh, Irene.....	Charleston
Cochran, Ina L.....	Lawrenceville
Conrad, John W.....	Charleston
Cooper, Herman L.....	Martinsville
Cox, Edith A.....	Fontanet
Cox, James L.....	Charleston
Craft, Myrtle L.....	Charleston
Craver, Berniece C.....	Mason
Crum, Roscoe.....	Louisville
Davis, Alma A.....	Gifford
Davis, Herman M.....	Charleston
Dawson, Mary B.....	Cooks Mills
Deming, Edith B.....	Atwater
Deverick, Goldie S.....	Charleston
Doty, Flolla A.....	Charleston
Doty, Juanita K.....	Charleston
Duvall, Judith.....	Lerna
Duvall, Kittie.....	Charleston
Ekiss, Lelah F.....	Bethany
Elledge, Ray.....	Paris
Farris, Ethel A.....	La Clede
Ferguson, Lotty V.....	Etna
Fisher, Beatrice.....	Fairmount
Ford, Inez.....	Birds

Furness, Edna M.....	Sullivan
Gardner, Marie A.....	Charleston
Gardner, Fressie A.....	Olney
Garman, Arthur L.....	Waggoner
Gawthorp, Thomas J.....	West Salem
Gillespie, Helen.....	Humbolt
Gillespie, Leslie F.....	Altamont
Gilman, Mabel E.....	Mattoon
Ginther, Richard R.....	Charleston
Golloday, Grace M.....	Charleston
Gordon, Dot A.....	Claremont
Gossett, Homer A.....	Charleston
Gray, Howard W.....	Lerna
Green, Edith M.....	Newman
Gubbins, Bert.....	Charleston
Gubbins, Drucilla.....	Charleston
Hahn, Sarah L.....	Newman
Haley, Josephine.....	Chrisman
Hall, Hazel.....	Fair Grange
Hamilton, Raymond C.....	Willow Hill
Hammond, Myra.....	Martinsville
Handley, Clarissa C.....	Humbolt
Hanley, Laura G.....	Attica, Indiana
Harrison, Harvey R.....	West Salem
Hartmann, Rosa E.....	Pesotum
Hawkins, John H.....	Sullivan
Heidelberg, Elsa E.....	Hecker
Helm, Jenness R.....	Bible Grove
Henton, Katharine A.....	Lake City
Hill, Grace O.....	Toledo
Hill, Nellie O.....	Charleston
Hill, Stella I.....	Charleston
Hollingsworth, Pearl.....	Paris
Homann, Daniel.....	Mattoon
Hood, Charles W.....	Arcola
Hortenstine, Nathan C.....	Gays
Hubbard, Harlow.....	Jewett
Huber, Ruth A.....	Churubusco, Ind.

Hutton, Eugene H.....	Charleston
Ikeler, Mamie T.....	Birds
Ireland, Lillian M.....	Vandalia
Jenkins, Minnie I.....	Charleston
Johnson, Mary E.....	Horace
Johnston, Donald C.....	Charleston
Kabel, Bertha E.....	Bethalto
Kaufman, Philomena A.....	Newton
Keith, Irvin.....	Martinsville
Kemp, Eleanor F.....	Hecker
Kern, Edith K.....	Gays
Kibler, Virgil C.....	Yale
Kimmel, William W.....	Chauncey
King, Raymond A.....	Charleston
Kneier, Katie.....	Carlyle
Lackey, Arthur L.....	Robinson
Lackey, Dorothy E.....	Robinson
Lambird, John C.....	Newton
Lane, Herbert L.....	Ashmore
Lauphler, Clifford.....	Mattoon
Law, James G.....	Ashmore
Leeds, Cora T.....	Mt. Carmel
Leitch, Ruth A.....	Charleston
Lewis, Bertha E.....	Waggoner
Lewis, Elmer W.....	Tuscola
Lewis, William R.....	Waggoner
Liddle, Roscoe W.....	Mt Carmel
Lientz, Blanche M.....	Mt. Carmel
Linder, Mary L.....	Charleston
Linder, Naomi H.....	Alton
Lowe, Florence E.....	Clinton
Lowery, Bonnie L.....	Annapolis
Luther, Villa P.....	Charleston
Marshall, Stella M.....	Albion
Martin, Bessie B.....	Tuscola
Mason, Daulty.....	Goldengate
McAlister, Clair L.....	Rardin
McAlister, Zella I.....	Rardin

McCabe, Grover C.....	Allenville
McCallister, Celesta A.....	Arcola
McDonald, Coe D.....	Goldengate
McDougle, Della.....	Charleston
McDougle, Nelle.....	Humbolt
McIntyre, Harace S.....	Charleston
McKeown, Jennie.....	Lawrenceville
McKnelly, Grover C	Louisville
Milburn, Harry.....	Charleston
Moats, Homer M.....	Louisville
Moffett, Helen I.....	Ashmore
Monfort, Warren H.....	Charleston
Monroe, Mildred J.....	Allerton
Moore, Mabel F.....	Charleston
Moore, Nellie A.....	Humbolt
Neisler, Stella M.....	Irving
Newton, Faye E.....	Iola
Oliver, Ada M.....	Altamont
Parker, Edwin L.....	Mattoon
Parkhill, Roy C.....	Irving
Patrick, Grace.....	Hazel Dell
Pence, Helen M.....	Nashville
Pennell, Horace.....	Charleston
Perrott, Talmage D.....	Lancaster
Peters, Grace M.....	West Salem
Peters, Stella M.....	Sumner
Petty, Daisy B.....	East Germantown, Indiana
Phipps, Maude I.....	Janesville
Pinkstaff, Harry M.....	Pinkstaff
Potts, Henry D.....	Carlyle
Pounds, Mae.....	Carlyle
Prier, Vern.....	Oblong
Randolph, Glenn L.....	Charleston
Rardin, Loyal R.....	Rardin
Reed, Lorena M.....	Lerna
Rhodes, Eva I.....	Vandalia
Ricketts, Dorothy M.....	Charleston
Robinson, Mary V.....	Charleston

Rodgers, Faye R.....	Lerna
Rodgers, Orval C.....	Lerna
Ryan, Leonore C.....	Mattoon
Sampson, Charley.....	Mattoon
Sargent, Samuel S.....	Charleston
Saylor, Wesley M.....	West Salem
Schernekau, William J.....	West Salem
Schmale, Arthur E.....	Addieville
Seiler, Irvin S.....	Mt. Carmel
Shaw, Jane L.....	Charleston
Shipman, Pansy M.....	Hardinsville
Shortess, Lois F.....	Charleston
Shupe, Vera G.....	Mazon
Smith, Myrtle V.....	Farina
Snider, Howard.....	Charleston
Sparks, Charles E.....	Rosemond
Stanberry, Lena M.....	Janesville
Stephens, Bessie M.....	Taylorville
Stone, Frank H.....	West Salem
Straw, Dora A.....	Christman
Streevey, Virena A.....	Waggoner
Taylor, Maria J.....	West Salem
Taylor, Signa.....	West Salem
Thompson, Tomas A.....	Arcola
Tiffany, Lewis H.....	Lawrenceville
Tinker, Charlie E.....	Vandalia
Tucker, Jennie E.....	Paris
Valentene, Chalmers.....	Spiceland, Ind.
Valentene, Forrest.....	Spiceland, Ind.
Votaw, Rita.....	Mattoon
Walts, Frank P.....	St. Francesville
Wampler, John P.....	Birds
Wampler, Leonard L.....	Birds
Ward, Amy L.....	Butler
Watson, Wanda M.....	Charleston
Watts, Bertha M.....	Pana
Wendell, Edna M.....	Arcola
Whalin, Edwin A.....	Rose Hill

Whalin, Owen L.....	Rose Hill
Wheeler, Charles W.....	Ashmore
Wheeler, Viola.....	Danville
Whipp, Nina M.....	Charleston
White, Bertha F.....	Mattoon
White, Forrest I.....	Charleston
White, Gladys I.....	Charleston
Wilkinson, Cecil H.....	Mt. Carmel
Williams, Vivian A.....	Greenup
Winkelblack, Ralph C.....	Rardin
Wise, Aaron H.....	Greenville
Wood, Arthur C.....	Mt. Carmel
Wood, Lorin A....	Waggoner
York, Horace.....	Lerna
Yost, Merle D.....	Dundas
Zehner, Ralph L.....	Lawrenceville

SUMMER TERM, 1910

Abston, Fay.....	Warrensburg
Adair, Elizabeth.....	Charleston
Ames, Nellie B.....	Charleston
Anderson, Clara A.....	Charleston
Andrus, Ivalu S.....	Mt Carmel
Angleton, Jay B.....	Sharpsburg
Apple, Clay R.....	Tamalco
Archer, John J.....	Charleston
Armstrong, Leila M.....	Warrensburg
Arnold, Marguerite G.....	Waggoner
Aschermann, Stella A.....	Lovington
Ashmore, Lula B.....	Charleston
Aten, Elsie B.....	Oblong
Bacon, Adda M.....	Raymond
Bailey, Nora F.....	Altamont
Baird, Helen.....	Indianola
Baker, Lula M.....	Robinson
Baker, Nettie O.....	Beecher City
Barnes, Callie I.....	Charleston
Bartels, Herbert G.....	Charleston

Bartels, Otilie W.....	Charleston
Bartholomew, Lola.....	Vermilion
Beatty, Elsie E.....	Paris
Beck, Velma O.....	Windsor
Bentley, Iva E.....	Reno
Berigan, Anna V.....	Sadorus
Berigan, Elizabeth M.....	Sadorus
Betts, Mary E....	Hammond
Bidle, Carolyn.....	Casey
Bird, Amy.....	Camargo
Birdzell, William I.....	Charleston
Black, Lyda E.....	Paris
Black, Myrtle M.....	Norris City
Blackwell, Maud G.....	Atwood
Blair, Mittie E.....	Arthur
Boguess, Mae.....	Catlin
Bolen, Levona M.....	Paris
Bouillion, Lula K.....	Pocahontas
Bowers, William W.....	Etna
Bowman, Alice L.....	Charleston
Boyd, Bethel F.....	Eaton
Boyer, Mamie A.....	Newman
Bradford, Louise M.....	Tolono
Brash, Nellie.....	Mahomet
Bray, Reba N.....	Waggoner
Brayton, Virgul L.....	Charleston
Bright, Harold.....	Westfield
Briscoe, Mary E.....	Westfield
Britton, Maude.....	Burnt Prairie
Brockman, Edwin G.....	Nokomis
Brubeck, Linda C.....	Edinburg
Buchanan, Stella M.....	Lawrenceville
Burch, Ayla E.....	Ashmore
Burns, Mabel.....	Robinson
Bush, Mrs. Cora.....	Homer
Byram, Fred.....	Enfield
Cadle, Chester J.....	Charleston
Campbell, Bessie G.....	Marshall

Carney, Mary J.....	Charleston
Carriker, Isabelle B.....	Irving
Caughey, Joy.....	Robinson
Chambers, Jennie.....	Metcalf
Chapman, Lawrence.....	Martinsville
Clark, Helen A.....	Olney
Cochonour, Jennie.....	Casey
Cochran, Elberta B.....	St. Elmo
Cofer, Margaret.....	Gainesville, Texas
Coffey, Anna E.....	Kansas
Combs, Katie.....	Louisville
Combs, Youthel.....	Louisville
Cone, Rebecca M.....	Cincinnati, Ohio
Conrad, Charles W.....	Charleston
Cook, Nellie K.....	Vermilion Grove
Coombs, Amy F.....	Bethany
Coon, Olive E.....	Janesville
Cassell, Mrs. Susan.....	Charleston
Cox, Hazel.....	Mill Shoals
Cushing, Albert A.....	Ottumwa, Iowa
Cutler, Rosalie M.....	Danville
Dappert, Nora E.....	Taylorville
Davis, Corda L.....	Redmon
Davis, Eva C.....	Beecher City
Davis, Flossie P.....	Chrisman
Day, William H.....	Oakland
De Bruler, Maud.....	Bethany
Dickson, Kate C.....	Geneseo
Dodson, Katie.....	Ramsey
Donnell, Allen D.....	Mattoon
Doscaska, Anna.....	Charleston
Dowler, Emery R.....	Tower Hill
Downey, Anna B.....	Martinsville
Driver, Blanche A.....	Sidney
Dunkel, Luella A.....	Pana
Dwyer, Katherine.....	Charleston
Eads, Mrs. Emma.....	Raymond
Eads, Louisa J.....	Arthur

Eads, Mary T.....	Arthur
Earnhart, William H.....	Flat Rock
Easton, Berdie	West Salem
Edwards, Anna T.....	Tuscola
Edwards, Oliver M.....	Sorento
Edwards, Ruth P.....	Tuscola
Elliott, Jeanette E.....	Olney
Emmons, Blanche.....	Robinson
Ernst, Jesse.....	Charleston
Edward, Clarence U.....	Mt. Carmel
Ewalt, Anice B.....	West Alexandria, Ohio
Fairchild, Lida M.....	Danville
Fanning, Teresa M.....	Oakland
Faris, Susie.....	Lerna
Fauble, Cecile E.....	Paris
Fellows, Mary E.....	Neoga
File, Eva M.....	Irving
File, Marcella V.....	Pocahontas
Fletcher, Belle.....	Dalton City
Flick, Ada.....	Mt. Carmel
Folck, Leota.....	Robinson
Foltz, Earl E.....	Wheeler
Foote, Mabel K.....	Wheeler
Ford, Lillie B.....	Monticello
Forster, Anna M.....	Paris
Franklin, George G.....	Mattoon
Frizzell, Blanche F.....	Alma
Fry, Minnie E.....	Robinson
Funk, Maude A.....	Casey
Gaiser, Lois M.....	Charleston
Gamper, Ethel E.....	West Salem
Garrett, Everett E.....	Neoga
Garrett, Flora E.....	Gays
Geffs, Julia.....	Yale
George, Martha J.....	Mill Shoals
Gilbert, Gladys G.....	Oakland
Gilbreath, Cora J.....	Henning
Gilchrist, Edith Lanna.....	Shawneetown

Gilkey, Clarence J.....	Indianola
Gisinger, Rose.....	Argenta
Givens, Harry.....	Paris
Golladay, Alma A.....	Ashmore
Goodwin, Hallie E.....	Indianola
Gordon, Carl E.....	Toledo
Gossett, Homer A.....	Charleston
Graham, Ruby.....	Etna
Grant, Frances.....	Charleston
Griffith, Florence M.....	Danville
Grindle, Perlie R.....	Lovington
Grindol, John P.....	Argenta
Grindol, Leila A.....	Outten
Groff, Junette.....	Claremont
Grotts, Walter F.....	Girard
Grubbs, Franklin A.....	Redfield, Arkansas
Gunn, Julia P.....	Raymond
Guthrie, Lillian J.....	Charleston
Hahn, Constance.....	Sadorus
Hahn, Julia L.....	Pana
Hamilton, Vernie R.....	Avena
Hansen, Mary D.....	Allerton
Harding, Mary I.....	Newton
Hargis, Ray N.....	Edinburg
Harrington, Norah F.....	Arcola
Harris, Ruby M.....	Coffeen
Harrison, Beatrice.....	Sadorus
Harvott, Ethel A.....	Arcola
Haumesser, Martha J.....	Shumway
Hawkins, William.....	Charleston
Hays, Mrs. Effie M.....	Homer
Held, Agnes M.....	Raymond
Hendy, Myrtle A.....	Louisville
Heneberry, Anna M.....	Bethany
Herreborg, Carl.....	Ottumwa, Iowa
Hess, Darle M.....	Georgetown
Hight, Mary D.....	Casey
Hobbs, Esther.....	Paris

Hodges, Earl S.....	Ridgefarm
Hodgson, Mrs. George T.....	Homer
Hogan, Effie.....	Pana
Hogan, Gertrude M.....	Pana
Holaday, Carolyn E.....	Iola
Holman, Ina E.....	Beecher City
Hopkins, Jesse I.....	Vandalia
Hostetler, Oliver C.....	Charleston
Hoult, Agnes.....	Chrisman
Huber, Harry L.....	Mattoon
Huffington, Mattie M.....	Olney
Hunt, Elma.....	Urbana
Hunter, Christie L.....	Pesotum
Hutchison, Sam.....	West Union
Ivy, Torney P.....	Fillmore
Jakeway, Mabel.....	Sidney
James, Joseph L.....	Mattoon
James, Lilian M.....	Newton
Jeffers, Mrs. Mae.....	Sullivan
Jeffer, Julia.....	Vandalia
Jenkins, Hubert J.....	Charleston
Jenkins, Sarah Camilla.....	Butler
Jenkins, William F.....	Charleston
Jennings, Mary I.....	Charleston
Jennings, Mrs. Maude B.....	Catlin
Jennings, Orpha L.....	Effingham
Jennings, Rienzi W.....	St. Elmo
Jennings, Walter W.....	Charleston
Johnson, Effie J.....	Mahomet
Johnson, Ernest F.....	Charleston
Johnson, Ethel M.....	Scotland
Johnson, Mrs. Ida C.....	Charleston
Jones, Alberta B.....	Morrisonville
Jones, Elgie G.....	Oblong
Jones, Lida F.....	Newman
Jones, Orion C.....	Redmon
Jones, Vernie A.....	Willow Hill
Kane, Nellie J.....	Champaign

Keefer, Grace.....	Paris
Keeler, Otis.....	Vandalia
Keeper, Mertie M.....	Hillsboro
Keerns, Bessie G.....	Danville
Kennedy, Mamie.....	Assumption
Kenney, Anna M.....	Paris
Kern, Alice E.....	Sullivan
Kessell, Anna A.....	Cooks Mills
Kibler, Carl.....	Wheeler
King, Ruth G.....	Mattoon
Kitchell, Verna A.....	Morrisonville
Klotzsche, Eunice E.....	Arcola
Knight, Edith L.....	Lerna
Koch, Elsa M.....	Charleston
Koch, Julia B.....	Highland
Koelmel, Louise I.....	Blue Mound
Koonce, Walter H.....	Greenville
Kramer, Maye.....	Moccasin
Lacy, Edith P.....	West York
Lahey, Anna R.....	Mattoon
Lamb, Lydia L.....	Lawrenceville
Landis, Mary G.....	Hoopeston
Lane, Chlora M.....	West Liberty
Larrance, Nelle M.....	Vermilion Grove
Lauher, Lillie M.....	Westfield
Lawrenz, Rosa C.....	Hoopeston
Lease, Alpha.....	Garrett
Leatherman, Harry L.....	Martinsville
Lee, Bessie.....	Robinson
Leighty, Florence J.....	Tower Hill
Leitwein, Lucy C.....	Huey
Lemon, Ethyl A.....	Windsor
Lilly, Harry.....	Altamont
Linder, Katie E.....	North Alton
Linse, Helen.....	Olney
Livergood, Anna.....	Stonington
Lockwood, Flora M.....	Stonington
Logan, Byrdie A.....	Oakland

Long, Golda M	Atwood
Long, Maude I.....	Camargo
Losch, Nettie M.....	Hillsboro
Love, Juneta G.....	Charleston
Lowry, Kathryn M.....	Fairland
Luther, Villa P.....	Charleston
Maclean, Stella, M.....	Nokomis
Maddox, Ava P.	Flat Rock
Maddox, Ethel V.....	Flat Rock
Mann, Beulah J,.....	Enfield
Maple, Nellie F.....	Paris
Margason, Bessie F.....	Hindsboro
Marshall, Stella M.....	Albion
Martin, Alonzo.....	Hunt
Martin, Bonnie E.	Westville
Martin, Rowena F.....	Olney
Martin, Stella.....	Robinson
Mason, Helen G.....	Charleston
Mathes, Georgia.....	Charleston
Mattingly, Loretta M.....	Champaign
Maxey, Rosa.....	Oblong
Maxham, Helen J.....	Charleston
Mayo, Gertrude.....	Redmon
McCollom, James A.....	Granite City
McCoy, Alma G.....	Sidney
McCrory, Esther.....	Charleston
McDonald, Louise.....	Bethalto
McGurty, Frank J.....	Charleston
McKnight, Robert B.....	Oblong
McLin, Sula E.....	Shelbyville
McMorris, Bertie F.....	Metcalfe
McNece, Etta.....	Robinson
Melrose, Miriam E.....	Grayville
Michael, Anna I.....	Assumption
Milemore, Laura M.....	Catlin
Miles, Alma.....	Pana
Miller, Lola E.....	Beecher City
Miller, Nita M.....	Decatur

Miner, Daisy C.....	Charleston
Miner, Lillie I.	Ashmore
Minnis, Bessie.....	Sharpsburg
Mitchell, Ensign F.....	Ashmore
Morrison, Grace.....	Dalton City
Morton, Anna E.....	Assumption
Mosher, Ethel D.....	Paris
Mull, Irene.....	Pana
Myers, Inez.....	Ridgefarm
Naumer, Lora I.....	Altamont
Nay, Mabel.....	Kansas
Neer, Minnie E.....	Sidney
Neill, Harriet A.....	Vandalia
Newlin, Muriel H.....	Charleston
Nichols, Ina.....	Westfield
Odell, Ida M.....	Oblong
Oliver, Ada.....	Altamont
Orr, Gertrude.....	Sidell
Orr, Mabel.....	Sidell
Oursler, Curtis C.....	Patoka
Owen, Bertha.....	Mattoon
Owens, Emma F.....	Shumway
Owens, Julia I.....	Sidney
Pacatte, Kathryn T.....	Pocahontas
Parker, Mabel E.....	Gifford
Parker, Rosa B.....	Gifford
Pearson, Debbie L.....	Allerton
Pence, Helen.....	Nashville
Pendergast, Marguerite M.....	Charleston
Pendleton, Myrtie I.....	West York
Petty, Philena M.....	Claremont
Phillips, Nellie.....	Pana
Phipps, Jessie A.....	Danville
Pifer, Robert.....	Stanford
Pinkstaff, Lee.....	Lawrenceville
Pinkstaff, Orra F.....	Lawrenceville
Post, Margaretha A.....	Havana
Pounds, Mae.....	Carlyle

Pyle, Edna D.....	Nokomis
Quandt, Coramae.....	Mattoon
Radliff, Lura.....	Brownstown
Randolph, Lillie.....	Charleston
Rankin, William Merle.....	Charleston
Rawland, Tinnie.....	Olney
Redman, Nora B.....	Oakland
Reed, Elsie.....	Paris
Reedy, Ola M.....	Sullivan
Ripley, Ida.....	Watson
Ripley, Lena.....	Charleston
Robertson, Mattie F.....	Mason
Robinson, Della M.....	Broadlands
Robinson, Ruth L.....	Edwardsville
Rodgers, Faye R.....	Lerna
Rolfers, Lizzie C.....	Carlyle
Rominger, Maurice F.....	Charleston
Roney, Mabelle F.....	Dalton City
Rooney, Mary C.....	Brocton
Rose, Carrie B.....	Mt. Carmel
Ross, Lelya B.....	Charleston
Rugan, Laura E.....	Vandalia
Rupe, Guy O.....	Witt
Russell, Edna.....	Assumption
Russell, Mary E.....	Lerna
Russell, Zelma.....	Trilla
Ryan, Beulah A.....	Stonington
Ryan, Leonore C.....	Mattoon
Ryan, Nora C.....	Pocahontas
Sampson, Homer C.....	Wheeler
Sanks, Ora A.....	Georgetown
Sawyer, Della.....	Brownstown
Saxe, Mary.....	Albion
Schneider, Ula I.....	West Liberty
Schriner, Elizabeth O.....	Charleston
Schrodt, Clara J.....	Mt. Carmel
Scott, Ella G.....	Newton
Seals, Joseph M.....	Mt. Carmel

See, Inez.....	Alma
Seneff, Caroline A.....	Westfield
Senteney, Ellyn.....	Arcola
Serviss, Gladys H.....	Charleston
Sexson, Nellie E.....	Charleston
Sharp, Mildred.....	Mattoon
Shaw, Myrtle E.....	Sullivan
Shaw, Ola K.....	Sullivan
Shepherd, Irene.....	Coffeen
Sherman, Mose.....	Lake City
Shumaker, Mary M.....	Bible Grove
Shupe, Maude.....	Mazon
Shupe, Vera G.....	Mazon
Simpson, Mildred D.....	Mattoon
Skyles, Jean.....	Sidell
Sloan, Nancy E.....	Urbana
Sloan, Nellie M.....	Casey
Smith, Anna L.....	Taylorville
Smith, Mrs. Delia.....	Oblong
Smith, Della M.....	Fillmore
Smith, Flozza Alice.....	Marshall
Smith, Fred.....	Yale
Smith, Hattie.....	Robinson
Smith, Nellie.....	Charleston
Snively, Gertrude J.....	Robinson
Sperry, Myrtle L.....	Greenup
Spillman, Cleeo.....	Guys
Stanza, Neva P.....	Janesville
Steinmetz, Ferdinand H.....	Edwardsville
Stephenson, Cleo M.....	Robinson
Sterling, Ruby.....	Enfield
Stevens, Bertha C.....	Coffeen
Stewart, Alma.....	Ashmore
Stewart, Della M.....	Arcola
Stewart, Zelma F.....	Olney
Stigler, Minnie G.....	Paris
Stillwell, Ada T.....	Martinsville
Stitt, Gladys L.....	Toledo

Stokes, Hula H.....	Oakland
Stroud, Frank D.....	Altamont
Sullivan, Mayme.....	Charleston
Swindall, Mirtie M.....	Catlin
Tarble, Alice.....	Martinsville
Taubeneck, Earl R.....	Marshall
Taylor, Kathryn B.....	Arthur
Taylor, Ruthe.....	Arthur
Tenison, Eda M.....	Hillsboro
Tiffany, Burton E.....	Lawrenceville
Tipsword, Frank W.....	Moccasin
Traylor, Chloe E.....	Coffeen
Truax, Ethel L.....	Oakland
Truxell, Archie.....	Mt. Auburn
Tull, Lola M.....	Champaign
Twigg, Esther R.....	Brocton
Tynan, Kathryn J.....	Witt
Tyrrell, Clandia L.....	Ashmore
Underwood, John W.....	Loogootee
Underwood, Mae.....	Loogootee
Utlaut, Louise C.....	Greenville
Valentine, Ellen.....	Catlin
Vaughn, Belva B.....	Sidell
Vaught, Walter K.....	Lawrenceville
Vicars, Maggie S.....	Vermilion
Voris, Katherine.....	Neoga
Walker, Martha P.....	Alma
Wallace, Joseph E.....	Charleston
Ward, Chleo F.....	Toledo
Watkins, Lizzie M.....	Isabel
Wehmhoff, Merrill F.....	Dalton City
Welch, Vyrna V.....	Arcola
West, Irma C.....	Oakland
Whalen, Mary M.....	Charleston
White, Anna C.....	Ivesdale
White, Dorothy G.....	Enfield
White Mary F.....	Grayville
White, Mattie B.....	Lovington

White, Ovid L.....	Vermilion
White, Pleasant M.....	Vermilion
White, Rose.....	Sullivan
Wieland, John A.....	Marshall
Willber, Alice H.....	Janesville
Willber, Josephine	Russellville
Williams, Blanche B.....	Marshall
Williams, Mary E.....	Pana
Wilson, Emmar N.....	Westfield
Wilson, Hattie T.....	Milford
Wood, Margaret L... ..	Isabel
Woodyard, James B.	Ashmore
Wooters, Mahala M.....	Edinburg
Wright, Fern G... ..	Charleston
Wright, Gladys L.....	Donnellson
Wright, Helen A.	Charleston
Yerkes, Lucile.....	Nashville
Young, Gladys A	Enfield
Young, Lucy B.....	Eaton
Zilly, Marie L.....	Champaign
Zumstein, Maude A.....	Rock Island, Texas

PUPILS IN MODEL SCHOOL

Ninth Grade

Anderson, Irene	Green, Esther
Anderson, Julian	Hampton, Maurice
Bails, Ernest	Hudson, Katherine
Childress, Forrest	Linck, Edith C.
Cook, Gordon	Linder, Mary S.
Corzine, Bernice	May, Eva M.
Deputy, Mary L	McCallester, Ersa
Doty, Flossie	Rennels, Mary
Dunn, Ruth B.	Ryder, Hal
Emery, Howard	Turner, Virgil
Freeman, Emma	Wiser, Ala
Galbreath, Ruth	Wright, Glen

Eighth Grade

Adair, Jesse	Kenney, Corinne
Baird, Lynn	Kilgore, Helen
Black, Elsa	McCrory, Margaret,
Blankenbaker, Zeta	Newlin, Blanche
Boulware, Marion	Newlin, Frank
Brown, Helen	Root, Paul
Coyle, Dale	Ryder, Bernice
Crowe, Stanley M.	Shortiss, Pauline
Duignan, Margaret	Stanberry, Letha
Fowser, Earl	Stewart, Nora
Goble, Ivan	Stone, Ruth
Greene, Harold	Watson, Nellie
Hall, Lucy	Wiley, Opal
Harris, Neal	Wilson, Gladys
Jeffries, Sybil	Winkleblack, Mary
Jenkins, Charles	
Johnston, Sara	
Jones, Evert	

Seventh Grade

Boulware, Olive	List, Floyd
Cherry, Elmer	Long, Grace
Cherry, Ola	Lynch, Alberta
Cochran, Edgar	McKinzie, Mabel
Cox, Eva	McNutt, Elizabeth
Cox, Mary	Milburn, Elmer
Crim, Charles	Milburn, Helen
Doty, Esther	Reasor, Marguerite
Feagan, Gertrude	Record, Lulu
Feagan, Margaret	Robinson, Clara
Freeman, Charles	Sarchet, Mary
Gaiser, Elsie L.	Scott, Olive
Giffin, Russell L.	Serviss, Robert
Hackett, Glenn	Smith, Clifford
Humphrey, Earl	Stewart, Donald
Lee, Randall E.	Watson, Lois
Leitch, Charles	Watson, Verna

Sixth Grade

Adair, Charles	Gordon, Eugene
Baker, Glen	Gray, Mildred
Bails, Clifford	Hampton, Roscoe
Byers, Josephine	King, Irene
Crowe, Mary	Lee, Edna
Cone, William	Rosebraugh, Linder
Cook, Leslie	Rutan, Edna
Craig, Chloteel	Shoot, Tilford
Davis, Charles	Wilson, Floyd
Edman, Glen	Wilson, Paul
Giffin, Palmer	Worst, Harold

Fifth Grade

Berry, Josephine	Livingston, William
Blackford, Robert	Love, Mildred
Byers, Vere	McGurty, Edward
Carman, Gage	Nehrling, Lucile
Crowe, Edith	Root, Merle

Diemer, Alma	Serviss, Trevor
Edman, Virginia	Shoot, Lorraine
Foreman, Harriette	Stewart, Inez
Lang, Dorothy	Talbott, Carlos
Lashbrook, Abbie	Tremble, Ronald
Level, Harlie	Turner, Stephen
	Wilson, Fern

Fourth Grade

Adair, Mary Ellen	Love, Louis
Blanford, Charles	McCarthy, Marian
Byers, Maurine	May, Truman
Cochran, Omar	Millar, Julian
Cone, Mary Elizabeth	Randolph, Blanche
Cook, Raymond	Rutan, Dorothy
Cox, Clifford	Shanks, Muriel
Davis, Gertrude	Smith, Myrtle
Fawley, Richard	Stewart, Mary
Giffin, Veva	Talbott, Lenore
Lashbrook, Lucile	Watson, Wayne
Level, Charles	Wilson, Fern
Livingston, Rachel	

Third Grade

Anderson, Gray	Lashbrook, Maggie
Barnes, Vernon	Lynch, James
Bell, Cyril	Lynch, Lee
Carman, Max	Miles, Barbara
Chenoweth, Beulah	Mitchell, Reba
Chronic, Arch	Nehrling, Dorothy
Hackett, Olive	Shanks, Rocha
Hampton, Marguerite	Stewart, Kate
Kerans, Josiah	Tate, Harriet
	Thomas, Ruth

Second Grade

Anderson, Audley	Lashbrook, Maggie
Anderson, Sumner	Livingston, Roy
Bagley Madeline	Love, Marjorie
Bottrell, Zella	Marshall, Donald
Briggs, Frances	Popham, Ross
Briggs, Katherine	Thomas, Lester
Coon, Paul	Toops, Jessie
Grant, Fern	Tremble, Shirley
Griffith, Marian	Wilson, Elmer
King, Thelma	Wilson, Goldie
Lang, Luther	

First Grade

Adair, James	Huber, Bennie
Bond, Mary	Iknayan, Alfred
Bowlin, Howard	Jordan, Lucile
Carrothers, Lorin	Lang, Carl
Cone, Russel	Lang, Lillie
Cossell, Bradford	Lashbrook, Irene
Crowe, Albert	Marshall, Robert
Dodds, Wayne	Mitchell, Paulina
Goble, Denzil	Stewart, Ruth
Gray, Katherine	Toops, Claude
Heistand, Emily	Wright, Luther

SUMMARY

	'06-7	'07-8	'08-9	'09-10	'10-11
Normal Department -	332	397	427	449	484
Summer School - - -	429	452	504	452	460
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Model School - - -	761	849	931	901	944
	260	229	228	222	223
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	1021	1078	1159	1123	1167
Counted Twice - - -	58	50	61	55	57
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total - - -	963	1028	1098	1068	1110

COUNTIES REPRESENTED

Bond	Effingham	Monroe
Champaign	Fayette	Montgomery
Christian	Gallatin	Moultrie
Clark	Grundy	Piatt
Clay	Henry	Pope
Clinton	Iroquois	Richland
Coles	Jasper	St. Clair
Cook	Lawrence	Shelby
Crawford	Macon	Vermilion
Cumberland	Macoupin	Wabash
DeWitt	Madison	Washington
Douglas	Marion	Wayne
Edgar	Mason	White
Edwards	McLean	

OTHER STATES REPRESENTED

Arkansas	Indiana	Ohio
Colorado	Iowa	Texas

GRADUATES

1900

Beeman, Marion N.....	Robinson
Goble, Lloyd.....	Westfield
Koons, Guy J.....	Oakland
Volentine, Bertha.....	New Douglas

1901

Caldwell, William A.....	Neoga
Davis, Martha W.....	Charleston
Doyle, Edna.....	Lerna
Haley, Nelle.....	Arcola
Iles, I. Victor.....	Dudley
Neal, Gertrude.....	Charleston
Scheytt, Clara J.....	Charleston
Shoemaker, Theodora.....	Charleston
Slemmons, Antoinette L.....	Paris
Vail, Frances De C.....	Charleston
White, Millie E.....	Charleston

1902

Carothers, Ida E.....	Mattoon
Edman, Frances.....	Charleston
Fiock, Edward J.....	Olney
Foster, Sylvia S.....	Girard
Gaiser, Katherine.....	Charleston
Harding, Gertrude.....	Charleston
Moore, Florence.....	Charleston
Parks, Laura A.....	Dexter
Riggins, John A.....	Hutton
Shy, Nelle.....	Kansas
Ward, Jennie.....	St. Mary's, Indiana
White, Mahala.....	Charleston
Woodson, Elsie.....	Charleston

1903

Balter, Gertrude A.....	Charleston
Dougherty, Phillip.....	Charleston
Doyle, Eliza	Lerna
Ellison, Grace.....	Mattoon
Farrar, Roscoe.....	Dorans
Ficklin, Mary.....	Charleston
Freeman, Ernest.....	Charleston
Gordon, Charles.....	Lawrenceville
Harker, Josephine.....	Peoria
Harrah, Hattie A.....	Charleston
Harris, William.....	Moweaqua
Huston, Myrtle.....	Charleston
Jenkins, Katherine.....	Charleston
Littler, Sherman.....	Potomac
Lumbrick, Arthur.....	Charleston
McDonald, Alice B.....	Charleston
Persons, Zulu.....	Danville
Reeder, John C	Humbolt
Shannon, Mary.....	Mattoon
Shoot, Bonnie.....	Charleston
Stewart, Charles.....	Charleston
Wade, William E.....	Redmon
Wallace, Charles.....	Charleston
Wright, Mabel.....	Charleston
Young, Eva N.....	Effingham

1904

Anderson, Ethel	Charleston
Bubeck, Charles M.....	Marshall
Bullock, Florence W.....	El Paso
Byers, Bessie B.....	Charleston
Coon, Mary W.....	Charleston
Dewhirst, David M.....	Olney
DeWolfe, John C.....	Pana
DeWolfe, Lucy L.....	Pana
Dorris, Sylvanus A.....	Isabel
Ferguson, Jessie L.....	Charleston

Hagemeyer, Bartlett.....	Butler, Kentucky
Hays, Cecilia M.....	Mattoon
LaRue, Ruth A.....	Etna
Littler, Carrie.....	Potomac
Lycan, Lydia B.....	Kansas
McDonald, Louis L.....	Charleston
Rapp, Martha B.....	Mattoon
Rauch, Arlie B.....	Charleston
Record, Loue.....	Charleston
Sims, Nellie.....	Charleston
Thissell, Bessie I.....	Charleston
Walker, Emma.....	Casey
Waggoner, Alvin.....	Gays
Weatherly, Carrie.....	Paris
Webb, Anna.....	Charleston
Wilson, Ethel V.....	Chrisman

1905

Anderson, Mabel.....	Charleston
Balch, Eva.....	Lerna
Balch, Flora.....	Lerna
Bradley, Irma M.....	Charleston
Brewer, Mary.....	Charleston
Cavins, Henrietta O.....	Mattoon
Chumley, Eugene.....	Owaneco
Cottingham, Carrie E.....	Charleston
Edman, Minnie.....	Charleston
Ferrish, Lewis.....	Charleston
Gannaway, Ethel.....	Charleston
Henderson, Frank.....	Isabel
Hobbs, Anna C.....	Charleston
Honn, Edward F.....	Charleston
Honn, Josephine W.....	Ashmore
Huron, Helen B.....	Charleston
Lee, Jessie E.....	Pesotum
Littler, Nelle M.....	Danville
Maxham, Ula.....	Charleston
McDonald, Elmer M.....	Lerna

Overholser, Nora G.....	Charleston
Phipps, Charles.....	Charleston
Randolph, Edgar D.	Gays
Shoot, Gertrude T.....	Charleston
Stanberry, Jesse O.....	Greenup
Stark, Cecil.....	Hume
Tohill, Flossie.....	Flat Rock
Tooke, Helen E.....	Charleston
Warman, Hettie M.....	Charleston
Wentz, Roy A.....	Hindsboro

1906

Bainbridge, Albert O.....	Shelbyville
Baker, W. W.	Charleston
Bishop, Daisy.....	Charleston
DeWolfe, Donald J.....	Pana
Dunbar, Christina.....	Sterling
Dwyer, Ellen F.....	Charleston
Earnhart, William H.....	Flat Rock
Evans, Minnie L.....	Charleston
Faris, Mildred.....	Lerna
Fender, Charles W.....	Ashmore
Foote, Luanda....	Charleston
Freeman, Frances F.....	Charleston
Geddes, Grace.....	Newton
Hackley, Gertrude.....	Mattoon
Harry, Bertha.....	Humbolt
Hashbarger, Clara B.....	Arcola
Kyger, Roy J.....	Danville
Long, Florence E.....	Charleston
McNutt, Wade.....	Oconee
Reat, Ruth.....	Charleston
Sargent, Paul T.....	Charleston
Sargent, St. John.....	Charleston
Williams, Lucia Q.....	Mattoon
Wooll, Jessie.....	Charleston

1907

Barrett, Agnes.....	Mattoon
Black, Paul.....	Greenup
Bradford, Earnest C.....	Hindsboro
Bruner, Mabel R.....	Mattoon
Clark, Nellie N.....	Mattoon
Covey, Jessie B.....	Sullivan
Cruzan, Myrtle A.....	Mattoon
Dappert, Nora E.....	Taylorville
Davis, Lois M.....	Charleston
Edman, Eulalie.....	Charleston
Freeman, Agnes M.....	Charleston
Hagan, Warren L.....	Windsor
Hamill, Lena.....	West Union
Harwood, Otto.....	Janesville
Heil, Sopha E.....	Arcola
Holaday, Marguerite.....	Mattoon
Mabee, Elsie.....	Charleston
Martin, Jessie C.....	Arthur
McGinnis, Marguerite.....	Alton
McNutt, Mary I.....	Springfield
Pumphrey, Hazel A.....	Oak Park
Stewart, Bertha B.....	Charleston
Stewart, Bessie H.....	Metropolis
Travis, Edna C.....	Greenville
Wait, Bernice.....	Greenville
Wallar, Beulah H.....	Oak Park
Wright, Helen A.....	Charleston

1908

Barringer, Edna	Hillsboro
Bottenfield, Ezra O.....	Oblong
Brown, Victor I.....	Oblong
Carney, Lydia Z.....	Charleston
Crum, Edna B.....	Charleston
Cummins, Edna.....	Rose Hill
Davis, Leonard E.....	Charleston
Drayer, Julia A.....	Hartford City, Indiana

Finley, Chales W.....	Charleston
Gabel Goldie.....	Greenup
Glassco, Melville.....	Charleston
Hosford, Jean.....	Danville
Hostetler, Ruth.....	Charleston
LaRue, Ella	Etna
Lucas, Douglas P.....	Bath
Mabee, Mirtie.....	Charleston
Maris, Florence.....	Tuscola
Maris, J. Claire.....	Tuscola
McCrary, Bertha E.	Charleston
McKittrick, M. Augusta.....	Tower Hill
Meeker, William R.....	Hazel Dell
Milholland, Arthur L.....	Charleston
Murphy, Bessie.....	Charleston
Orcutt, Emily R.....	Charleston
Price, Edna E.....	Mt. Vernon
Riley, Ruth.....	Lerna
Summers, Mrs. Alice.....	Charleston
Tohill, Louis A.....	Flat Rock
Wiman, Nelle.....	Oblong

1909

Belting, Paul E.....	Charleston
Briggs, Margaret.....	Charleston
Brown, M. Ethel.....	Piqua, Ohio
Bruner, Mary V.....	Mattoon
Buckmaster, Pluma N.....	Charleston
Chamberlin, Frank.....	Gays
Coffman, Beryl L.....	Salem, Indiana
Corzine, Harland W.....	Charleston
Corzine, May I.....	Charleston
Cossairt, Laura G	Potomac
Davis, Myrtle A.....	Charleston
Degenhardt, Irene.....	Alton
Dickerson, Jeanette M.....	Curran
Dixon, Frances M.....	Herrick
Feagan, Effie L.....	Charleston

Foreman, Lulu B.....	Charleston
Funkhouser, Fern.....	Mattoon
Funkhouser, Taylor.....	Mattoon
Gannaway, Lelia.....	Mattoon
Hanselman, Anna M.....	Piqua, Ohio
Harry, J. Roscoe.....	Humbolt
Heil, Mary E.....	Arcola
Homann, Ferdinand.....	Mattoon
Honn, Jessie M.....	Ashmore
Hostetler, Lida A.....	Charleston
Hostetler, Oliver C.....	Charleston
Howe, Verna.....	Robinson
Huber, Harry L.....	Mattoon
Hume, Chester.....	Danville
Ivy, Torney P.....	Fillmore
McCabe, Edward L.....	Charleston
Orr, Esther.....	Sidell
Phillips, John B.....	Sullivan
Phillips, Oda O.....	Sullivan
Smith, Fred.....	Yale
Tate, Ethel.....	Mattoon
Wamsley, Ruth R.....	Charleston
White, Oshia.....	Charleston
Williams, Ethel.....	Mattoon

1910

Avey, Blanche.....	Le Roy
Bigler, Harry.....	Sigel
Birdzell, William.....	Charleston
Burke, Coral.....	Cloverdale, Indiana
Carman, Ruth.....	Charleston
Connelly, Rae.....	Westfield
Cottingham, Maude.....	Charleston
Davis, Sylva B.....	Charleston
DeWolfe, Mary Estelle.....	Assumption
Driscoll, Irene.....	Charleston
Dwyer, Katherine.....	Charleston
Eck, Lulu E.....	Charleston

Ernst, Jesse E.....	Charleston
Fears, Amanda O.....	Humbolt
Fellows, Mary E.....	Neoga
Freeland, Minnie C.....	Bellair
Givens, Harry.....	Paris
Glassco, Alia N.....	Charleston
Hallock, Willmetta.....	Charleston
Heeb, Evalena.....	Charleston
Hoggard, Goldie D.....	Arthur
Huffman, Jessie T.....	Charleston
King, Ivan W.....	Charleston
Long, Ruth.....	Charleston
Lowry, Edith.....	Westfield
Martin, Patti C.....	Arthur
Mathes, Georgia.....	Charleston
McCrory, Esther.....	Charleston
McDonald, Mary M.....	Charleston
McNutt, Mrs. Lillian.....	Elgin
Miles, Sophia O.....	Charleston
Milholland, Grace E.....	Charleston
Mullins, Helen G.....	Charleston
Munson, Kezia.....	Arcola
Nay, Mabel.....	Kansas
Patton, Mae.....	Arthur
Pendergast, Mary C.....	Charleston
Powell, Zella F.....	Mattoon
Rankin, Cora E.....	Gibson City
Rardin, Bruce.....	Rardin
Riche, Mildred A.....	Nora Springs, Iowa
Schmaelzle, Carl.....	Charleston
Serviss, Gladys.....	Charleston
Snapp, Carl F.....	Findlay
Snapp, Roscoe R.....	Findlay
Sullivan, Margaret E.....	Charleston
Tarble, Charles.....	Martinsville
Voris, Katherine.....	Neoga
Watt, Bernice.....	Newton
Welsh, Grover F.....	Paris

Wiman, Anna M.....	Yale
Woodson, Amy L.....	Charleston
Zimmerman, Henry H.....	Effingham
Zimmerman, Percy.....	Charleston
Zimmerman, Robert L.....	Mineral

FORMER MEMBERS OF THE BOARD OF TRUSTEES

Date of appointment

S. M. Inglis, Springfield.....	ex officio
Joseph H. Freeman, Springfield.....	ex officio
A. J. Barr, Bloomington.....	June 5, 1895
M. P. Rice, Lewiston.....	June 5, 1895
F. M. Youngblood, Carbondale.....	June 5, 1895
M. J. Walsh, East St. Louis.....	June 5, 1895
Calvin L. Pleasants, El Paso.....	June 5, 1895
H. A. Neal, Charleston.....	April 14, 1897
L. P. Wolf, Peoria.....	April 14, 1897
A. H. Jones, Robinson.....	April 14, 1897
W. H. Hainline, Macomb.....	April 14, 1897
F. M. Youngblood, Carbondale.....	April 14, 1897
Alfred Bayliss, Springfield.....	ex officio
H. A. Neal, Charleston.....	April 14, 1899
L. P. Wolf, Peoria.....	April 14, 1899
W. L. Kester, Kansas.....	Nov. 6, 1899
W. H. Hainline, Macomb.....	July 25, 1900
Charles H. Austin, Elizabethtown...	July 25, 1900
H. G. Van Sandt, Montrose.....	June 4, 1901
Clarence H. Oxman, Grayville..	July 25, 1904

FORMER MEMBERS OF THE FACULTY

S. M. Inglis, President.....	1898
Louis H. Galbreath, Supervisor of Training Department.....	1899
G. W. Smith, School Law and Geography.....	1899
Luther E. Baird, Assistant in English	1899-1900
James H. Brownlee, Reading.....	1899-1900
Ella F. Corwin, Librarian.....	1899-1900
Bertha Hamlin, Critic Teacher in Grammar School.....	1899-1900
Mrs. Louise B. Inglis, History.....	1899-1900
J. Paul Goode, Physics and Geography	1899-1901
Alice B. Cunningham, Critic Teacher in Primary School....	1899-1901
Frances E. Wetmore, Registrar.....	1890-1903
W. M. Evans, English.....	1899-1904
Edna T. Cook, Critic Teacher in Gram- mar School.....	1899-1904

Charlotte M. Slocum, Critic Teacher in Primary School.....	1899-1905
Henry Johnson, History	1899-1906
Francis G. Blair, Supervisor of Training Department.....	1899-1906
Otis W. Caldwell, Biological Sciences.	1899-1907
Edith P. Bennett, Critic Teacher in Grammar School.....	1900-1901
Grace W. Knudsen, Geography.....	1900-1901
Florence M. Beck, Librarian.....	1900-1904
Alice L. Pratt, Critic Teacher in Grammar School.....	1900-1904
James A. Dewey, Physics.....	1901-1902
Roswell C. McCrea, History and Civics	1901-1902
George D. Hubbard, Geography.....	1901-1903
Elizabeth Branch, Assistant Librarian	1901-1904
Katharine Gill, Reading and Physical Culture.....	1901-1904
Charlotte Kluge, Critic Teacher in Grammar School.....	1901-1904
Eva M. Russell, Assistant in Mathematics.....	1901-1905
Clara M. Snell, Critic Teacher in Primary School.....	1901-1906
Elmer I. Shephard, Assistant in Mathematics	1902-1903
Thornton Smallwood, Physics and Chemistry.....	1902-1903
Beatrice Pickett, German and History	1903-1907
Sadie Harmon, Critic Teacher in Grammar School.....	1904
Inez Pierce, Assistant Librarian.....	1904-1905
Edith C. Bailey, Reading.....	1904-1906
Mamie H. O'Neal, Registrar... ..	1904-1906
Lorena C. Sidey, Critic Teacher in Grammar School.....	1904-1906
Nettie B. Dickson, Critic Teacher in Grammar School.....	1904-1907
Elnora J. Richardson, Assistant in Mathematics.....	1905-1906
Margarethe Urdahl, German and History.....	1905-1906
Grace D. Phillips, Assistant Librarian	1906
L. Lance Burlingame, Assistant in Biology.....	1906

Josie Batcheller Houchens, Assistant Librarian.....	1906
Florence Harrison, Reading.....	1906-1907
Ida E. Carothers, Botany.....	1906-1907
Charlotte Amy Rogers, History in the Grades.....	1907 1908
Amelia Harrington, Critic Teacher in Grammar School.....	1907-1909
Katharine Pfeiffer, Head of Pemberton Hall.....	1908-1909
Lillian E. Ravenscroft, Critic Teacher in Grammar School.....	1909
Estelle Gross, Head of Pemberton Hall	1909-1910
Grace Williams, Critic Teacher in Grammar School.....	1909-1910
Margaret B. Pumphrey, Critic Teacher in Primary School.....	1910

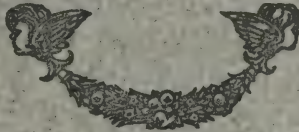


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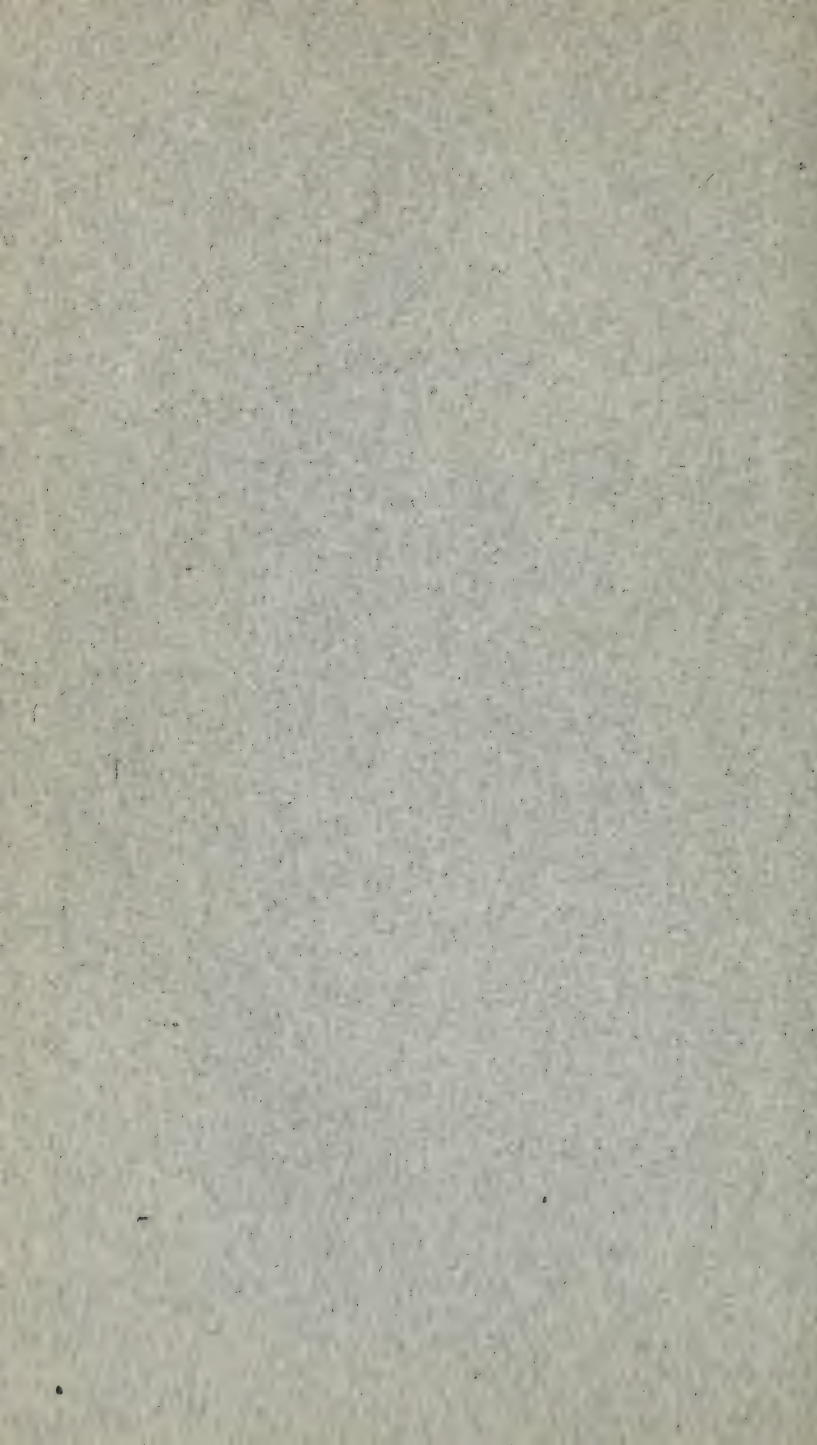
BULLETIN

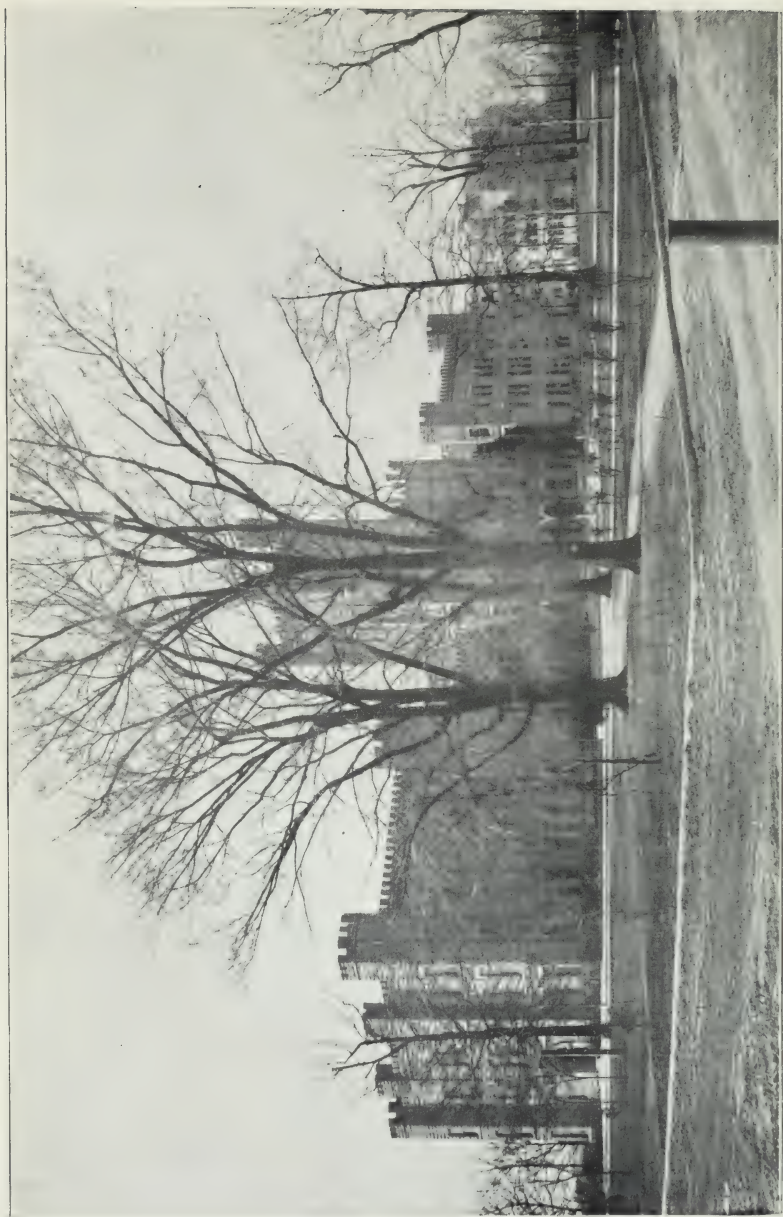
EASTERN ILLINOIS STATE NORMAL SCHOOL CHARLESTON



ANNUAL CATALOGUE NUMBER

1911-1912





THE
MICHAEL
W. BRY

EASTERN ILLINOIS
STATE NORMAL SCHOOL
CHARLESTON

A CATALOGUE FOR THE
THIRTEENTH YEAR

WITH ANNOUNCEMENTS FOR
1912-1913

5-7-13

NORMAL SCHOOL BULLETIN, No. 36, published quarterly by the Eastern Illinois State Normal School, Charleston, Illinois. ¶ Entered March 5th, 1912, as second-class matter at the postoffice at Charleston, Illinois. ¶ Act of Congress, July 16th, 1912.

THE SCHOOL CALENDAR

FALL TERM

Fifteen Weeks

1912

September 10, Tuesday *Entrance examinations and
classification. Class work
assigned at 9 A. M.*
December 20, Friday *Fall Term ends*

WINTER TERM

Twelve Weeks

1913

December 31, Tuesday *Entrance examinations and
Classification. Class work
assigned at 9 A. M.*
March 21, Friday *Winter Term ends*

SPRING TERM

Eleven Weeks

1913

April 1, Tuesday *Class work assigned at
9 A. M.*
June 13, Friday *Spring Term ends*

SUMMER TERM

Six Weeks

1913

June 16, Monday *Classification begins at
9 A. M.*
July 25, Friday *Summer Term ends*

THE BOARD OF TRUSTEES

<i>J. S. Culp, President.....</i>	<i>Bethalto</i>
<i>J. H. Marshall, Secretary.....</i>	<i>Charleston</i>
<i>Hon. Francis G. Blair, Superintendent of</i> <i>Public Instruction (trustee ex officio).....</i>	<i>Springfield</i>
<i>Scott Burgett</i>	<i>Newman</i>
<i>B. H. Pinnell.....</i>	<i>Kansas</i>
<i>George H. Jeffries, Treasurer.....</i>	<i>Charleston</i>

THE FACULTY

LIVINGSTON C. LORD, A.M., *Harvard University; LL.
D., University of Illinois*

PRESIDENT

Psychology and School Management

E. H. TAYLOR, A.M., Ph.D., *Harvard University*

Mathematics

ANNA PIPER

Drawing

*FRIEDERICK KOCH

Music

ELLEN A. FORD, A.M., *Syracuse University*

Latin

THOMAS L. HANKINSON, B.S., *Michigan State Agri-
cultural College; Cornell University*

Biological Sciences

CAROLINE A. FORBES

Manual Training

ANNIE L. WELLER, B.S., *University of Chicago*

Geography

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Physics and Chemistry

ISABEL McKINNEY, A.M., *Columbia University*

English

FLORENCE V. SKEFFINGTON, A.B., *University of
Chicago*

English

S. E. THOMAS, A.M., *University of Iowa*

History

LOTUS D. COFFMAN, A.M., *Indiana University; Ph.D.
Columbia University*

Supervisor of Training Department

†ANABEL JOHNSON, A.M., *Columbia University*

German and History

EDGAR N. TRANSEAU, A.B., *Franklin and Marshall
College; Ph.D., University of Michigan*

Biological Sciences

FORREST SUMNER LUNT, A.B., *Tufts College*

Reading

ALICE M. CHRISTIANSEN

Gymnastics

EVA SOUTHWORTH, B.S., *University of Chicago*

Mathematics

MYRTLE A. DAVIS

Botany and Grammar

CHARLES P. LANTZ, B.S., *Gettysburg College*

Gymnastics and Mathematics

OLIVE A. SMITH, A.B., *Wellesley College*; A.M., *Columbia University*

German and History

MABEL BARNHART

Music

EDITH RAGAN

Critic Teacher in Grammar School

OLIVE B. HORNE

Critic Teacher in Grammar School

GILBERTA COFFMAN

Critic Teacher in Grammar School

MELLIE E. BISHOP, B.L., *Swarthmore College*

Critic Teacher in Primary School

ANNA H. MORSE

Critic Teacher in Primary School

OLIVE BUCKS, A.B., *University of Michigan*

History in the Grades

MARY J. BOOTH, A.B., *Beloit College*; B.L.S., *University of Illinois*

Librarian

CHARLOTTE M. JACKSON, B.L.S., *University of Illinois*

Assistant Librarian

GRACE EWALT

Registrar

MARY E. HAWKINS

Head of Pemberton Hall

WALTER NEHRLING

Gardener

The names of teachers, with the exception of the critics, are printed in the order of their engagement.

* Leave of Absence, January to August.

† Leave of Absence, September to August.

THE REQUISITE

IN EDUCATION, various books and implements are not the great requisites, but a high order of teachers. ¶ In truth, a few books do better than many. ¶ The object of education is not so much to give a certain amount of knowledge as to awaken the faculties, and give the pupil the use of his own mind; and one book taught by a man who knows how to accomplish these ends, is worth more than libraries as usually read. ¶ It is not necessary that much should be taught in youth, but that a little should be taught philosophically, profoundly, livingly.

WILLIAM ELLERY CHANNING.

EASTERN ILLINOIS STATE NORMAL SCHOOL

THE PURPOSE AND PLAN OF THE SCHOOL

The function of the state in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The state is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to extend the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in the State Normal Schools.

SECTIONS FROM AN ACT TO ESTABLISH AND MAINTAIN
THE EASTERN ILLINOIS STATE NORMAL SCHOOL

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: *That a body politic and corporate is hereby created, by the name of the Eastern Illinois State Normal School, to have perpetual succession with power to contract and be contracted with, to sue and be sued, to plead and be impleaded, to receive by any legal mode or transfer or conveyance, property of any description, and to have and hold and enjoy the same; also to make and use a corporate seal with power to break or change the same; and adopt by-laws, rules and regulations for the government of its members, official agents and employes. PROVIDED, such by-laws shall not conflict with the Constitution of the United States or of this State.*

Section 2. *The object of the said Eastern Illinois State Normal School shall be to qualify teachers for the common schools of this state by imparting instruction in the art of teaching in all branches of study which pertain to a common school education; in the elements of natural and physical sciences; in the fundamental laws of the United States and the State of Illinois, in regard to the rights and duties of citizens.*

SECTIONS FROM AN ACT TO PROVIDE SCHOLARSHIPS IN
STATE NORMAL SCHOOLS FOR GRADUATES OF
THE EIGHTH GRADE

Section 1. Be it enacted by the People of the State of Illinois, represented in the General Assembly: *That in order to equalize the advantages of the State Normal Schools, there shall be awarded annually, to each school township, or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in*

any State Normal School for a period of four years, PROVIDED, that any township having a population exceeding one hundred thousand inhabitants, shall be entitled to five scholarships.

Section 2. The county superintendent shall receive and register the names of all applicants for such scholarships, and shall hold an examination, or cause an examination to be held in each township, for the benefit of the graduates of the eighth grade. PROVIDED, that where a township is divided by county lines, the county superintendent in whose county the sixteenth section is situate shall have charge of the examination in such township.

Section 3. All examinations shall be held on the second Saturday of May in each year, according to rules and regulations prescribed by the Superintendent of Public Instruction, and the pupil found to possess the highest qualifications shall be entitled to such scholarship. PROVIDED, however, that such pupil shall be a resident of the township in which such examination is held. And provided, further, that where no application is received from any township, the county superintendent shall assign the pupil found to possess the next highest qualifications to that township.

Section 4. The county superintendent shall certify the names and addresses of all successful applicants, with the number of the township to which each pupil is accredited, to the Superintendent of Public Instruction, who shall issue to each pupil a certificate of scholarship which shall be accepted by the authorities of any State Normal School, in lieu of any entrance examination, and shall exempt the holder thereof from the payment of tuition, or any term matriculation, or incidental fee whatsoever.

RAILROAD FACILITIES

Charleston can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and south make close connection at Paris. There are twenty passenger trains arriving daily in Charleston—ten on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections, can, if they so desire, use the interurban electric line. Charleston is almost the exact center of a great network of roads, two north and two south roads crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north, and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four, either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper, and the southern part of Shelby, reach Charleston from the southwest over the Clover Leaf; those from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west over the Big Four.

EXPENSES

Tuition is free to those who are to teach in the public schools of Illinois. An incidental fee of \$2.00 a term is required.

Text books are owned by the school and rented to students at a uniform price of \$1.00 a term. Students wishing to own their books can buy them at the lowest wholesale prices.

Board and room can be obtained in private families for from \$3.00 to \$4.00 a week. Students renting rooms and keeping house can materially reduce the above amounts. Rooms without board can be obtained for from \$1.00 to \$1.50 a week. In all cases the students will consult the president of the school.

SATURDAY SESSION

The school holds regular sessions on Saturday, taking Monday as its weekly holiday. This plan gives teachers who have no school on Saturday opportunity of pursuing some regular work in the Normal School, and consequently promotes closer relations between the school and the teachers of the district.

SUMMER SESSION

The demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time.

The subjects offered are designed to meet the wants of:

1. Inexperienced teachers and students of Normal Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to a diploma. The programme

is so arranged that the student may recite twice each day in many subjects, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method and lectures, together with observation of work in the Model School, are offered.

STUDENT RECITALS

Student recitals are given frequently throughout the year. These recitals are recitations, dramatic readings, story telling, delivery of orations, and reading of essays. The material used in the programme is selected from the best literature, and adapted to the taste, talent, ability, or need of the pupil.

The value of such drill and effort in giving to the student, confidence, a strong presence, an assured bearing, as well as added ease and facility in expression, is readily acknowledged. Incidentally, his acquaintance with literature is broadened and his taste in reading improved.

Among the subjects of the programmes that have been given are—"Group of Stories, with Apologies to the 'Wayside Inn'"; "Selected Poems from Longfellow"; "Stories and Poems from the Works of Rudyard Kipling"; "'Sonny' and Other Stories of Children"; "Scenes from Schiller, Shakespeare, and the Bible"; "Parsifal"; "Tanhauser"; "Scenes from Dickens"; "Scenes from 'Katharine and Petruchio' (arranged from Shakespeare's 'The Taming of the Shrew')"; "Short Stories and Scenes from Kipling and Barrie"; "A Lincoln Day Programme," consisting of selections from Lincoln's writings and extracts from poems and orations on Lincoln. At the end of each year a play is presented with the accessories of appropriate costume and scenery. Sheridan's

"The Rivals" and "The School for Scandal", Goldsmith's "She Stoops to Conquer", Shakespeare's "A Mid-summer's Night's Dream", "As you Like It", "Twelfth Night", and "The Tempest", Tennyson's "The Princess", "The Lady Sheriff", and Clyde Fitch's "The Climbers", have been given.

THE STUDENTS' LOAN FUND

The Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow at a low rate of interest on a personal note, a sum of money that will help him to remain in school and complete the course. This plan has been tried and students have found such temporary assistance of great advantage. The foundation of this fund was secured from admission fees to the senior play and to the Model School entertainment, given during commencement week.

ATTENDANCE AT CHURCH

Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

THE COURSES OF STUDY

The following courses of study are offered:

1. A one-year course for graduates of reputable colleges.
2. A two-year course for graduates of approved high schools.
3. A three-year course for graduates of high schools with short courses, and for undergraduates of high schools.

4. A four-year course for teachers holding second grade certificates, and for pupils who have completed a grammar school course and are of sufficient maturity and attainment to do the work required.

ONE-YEAR COURSE

FOR COLLEGE GRADUATES

This course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject-matter of their chosen work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects that the candidate is preparing to teach.

Arrangements can be made whereby Normal School graduates with strong educational interests and successful teaching experience who desire a larger view of the matter and method of education may enter this course.

The work is as follows:

General psychology

The development of the child

The psychological foundations of educational method

Theory of school management

American history

Economics

Physiography

Commercial geography

Work in the training department

Subjects elected from other courses

THE TWO-YEAR COURSE
FOR GRADUATES OF HIGH SCHOOLS
First Year—2B

FALL TERM	WINTER TERM	SPRING TERM
<i>Philosophy</i> [4] *	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>Arithmetic</i> [4]	<i>Arithmetic</i> [4]	<i>Biology</i> [6]
<i>Geography</i> [4]	<i>Geography</i> [4]	<i>History</i> [4]
<i>Reading</i> [4]	<i>Reading</i> [4]	<i>Grammar</i> [4]
<i>Drawing</i> [4]	<i>Drawing</i> [4]	<i>Elective</i> [4]
<i>Elective</i> [4] †	<i>Elective</i> [4]	

*Number of class periods a week. †Add laboratory periods for elective sciences

Second Year—2A

<i>Biology</i> [6]	<i>School manage-</i>	<i>Philosophy of</i>
<i>Economics</i> [4]	<i>ment</i> [4]	<i>Education</i> [4]
<i>Grammar</i> [4]	<i>History of</i>	<i>Teaching</i> [5] *
<i>Elective</i> [8]	<i>Education</i> [4]	<i>Music</i> [2]
	<i>History</i> [4]	<i>Elective</i> [8]
	<i>Music</i> [2]	
	<i>Elective</i> [8]	

*See page 30

These graduates are divided into two groups

I. Those taking a general course *and intending to prepare for grade positions or principalships.* The larger number of students take this course and it is recommended to all who do not show marked ability for special work.

II. Those taking a special course. *Although it is better that the high school teacher be a college graduate, many high schools employ graduates of advanced courses in Normal Schools. For those graduates of high schools who possess marked scholarly attainments and ability and who wish to prepare to teach in high schools, the Eastern Illinois State Normal School offers a strong course.*

ELECTIVES, 2B, 2A

Students arrange their elective courses so as to secure three credits in the first year and six credits in the second year. Following is the list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Reading</i> [1]
<i>German</i> [6]	<i>Zoology and</i>	<i>Music</i> [1]
<i>History</i> [6]	<i>Physiology</i> [3]	<i>Drawing</i> [1]
<i>English</i>	<i>Physics</i> [3]	<i>Manual</i>
<i>Literature</i> [6]	<i>Chemistry</i> [3]	<i>Training</i> [1]
<i>Mathematics</i> [6]	<i>Geography</i> [2]	<i>Library</i>
<i>Government</i> [1]	<i>Geology</i> [1]	<i>Science</i> [1]
<i>Economics</i> [1]		

A credit in a subject represents four periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represent two periods a week for a year, the outside preparation required being proportionately less than in the four-period subjects. The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

The choice of electives is subject to the limitations imposed by the printed programme.

TEACHING, 2B, 2A

Three terms of teaching are required. In the spring term of the second year subjects may be selected from the whole curriculum of the practice school.

The other two terms are provided for as follows: All two-term subjects are open for teaching during the second term in which they are offered. Each student is assigned to teach the subject in which he has shown special proficiency during the term preceding. He is thereupon relieved of

further class work in that subject. The teaching is, however, carried on under a double supervision, which secures responsibility both to the critic teachers and to the department in charge of the subject. When the work is satisfactory, a double credit is allowed—one for teaching and one for subject matter. By this arrangement a close relation is established between the practice school and other departments.

When no special proficiency is shown in any two-term subject during the first term, the second term's class work is in all cases required. The teaching must then be shifted to the terms immediately following the two-term subjects.

THE THREE-YEAR COURSE

Graduates of high schools offering a three-year course and undergraduates of accredited high schools are admitted to the three-year course. In their first year they follow the course outlined for the first year of the four-year course; but upon the satisfactory completion of the work of that year they may receive credit for their high school work and thus complete the Normal School course in two more years.

The high schools accredited by the State University and the other State Normal schools of Illinois are accredited at the Eastern Illinois State Normal School.

THE FOUR-YEAR COURSE

ENTRANCE

The applicant shall have finished a grammar school course and shall be reasonably proficient in arithmetic, English grammar, geography, United States history, physiology and hygiene, drawing, civil government, music, nature study, reading, penmanship, spelling, and English.

First Year—D

FALL TERM	WINTER TERM	SPRING TERM
<i>Arithmetic</i> [5]*	<i>Arithmetic</i> [5]	<i>Algebra</i> [7]
<i>Botany</i> [6]	<i>Botany</i> [6]	<i>Hygiene</i> [6]
<i>Reading</i> [3]	<i>Reading</i> [3]	<i>Reading</i> [3]
<i>Music and</i>	<i>Music and</i>	<i>Music and</i>
<i>Drawing</i> [4]	<i>Drawing</i> [4]	<i>Drawing</i> [4]
<i>Grammar or</i>	<i>Grammar or</i>	<i>English or</i>
<i>Latin</i> [5]	<i>Latin</i> [5]	<i>Latin</i> [5]

*Number of class periods a week.

Second Year—C

<i>Algebra</i> [5]	<i>Geometry</i> [5]	<i>Geometry</i> [5]
<i>Rhetoric</i> [4]	<i>Shakespeare</i> [4]	<i>Rhetoric</i> [4]
<i>Elective</i> *	<i>Elective</i>	<i>Elective</i>
<i>Physio-</i>	<i>Physio-</i>	<i>Physiology</i> [5]
<i>graphy</i> [4]	<i>graphy</i> [4]	<i>Government</i> [4]
<i>History</i> [4]	<i>History</i> [4]	<i>Geography</i> [4]
<i>Zoology</i> [6]	<i>Zoology</i> [6]	<i>Latin</i> [5]
<i>Latin</i> [5]	<i>Latin</i> [5]	

*Choose two electives.

Third Year—4B

<i>Psychology</i> [4]	<i>Psychology</i> [4]	<i>Psychology</i> [4]
<i>History</i> [2]	<i>Geography</i> [2]	<i>Nat. Study</i> [2]
<i>Physics</i> [7]	<i>Physics</i> [7]	<i>Physics</i> [7]
<i>Elective</i> [8]*	<i>Elective</i> [8]	<i>Elective</i> [8]

*Add laboratory periods for elective science.

Fourth Year—4A

<i>Special Method</i> [4]	<i>History of Edu-</i> <i>cation</i> [4]	<i>Philosophy of</i> <i>Education</i> [4]
<i>Economics</i> [4]	<i>School Manage-</i> <i>ment</i> [4]	<i>Teaching</i> [5]
<i>Teaching</i> [5]	<i>Teaching</i> [5]	<i>Manual Train-</i> <i>ing</i> [2]
<i>Elective</i> [8]	<i>Manual Train-</i> <i>ing</i> [1]	<i>Elective</i> [8]
	<i>Elective</i> [8]	

ELECTIVES, 4B, 4A

Students arrange their elective courses during the third and fourth years so as to secure six credits in each year. Following is a list of electives with the maximum number of credits allowed for each:

<i>Latin</i> [6]	<i>Botany</i> [3]	<i>Manual Training</i> [1]
<i>German</i> [6]	<i>Library Science</i> [1]	
<i>History</i> [6]	<i>Chemistry</i> [3]	
<i>English Literature</i> [6]	<i>Geography</i> [3]	
<i>Mathematics</i> [6]	<i>Geology</i> [1]	
<i>Government</i> [1]	<i>Reading</i> [1]	
<i>Economics</i> [1]	<i>Music</i> [1]	
	<i>Drawing</i> [1]	

The numerals show the number of credits allowed in each subject. For example, Latin [6] means six terms' or two years' work in Latin.

A credit in a subject represents four periods a week for a term, or its equivalent. Subjects in which a single credit is allowed represents two periods a week for a year, the outside preparation required being proportionately less than in the four-period subject.

The choice of electives is subject to the limitations imposed by the printed programme.

PSYCHOLOGY

The first aim in psychology is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind

that he may see through their eyes and thus correct his own somewhat crude observations.

Finally, a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of a psychological principle is a much easier thing than its ready application to the learning mind.

DEPARTMENT OF EDUCATION AND TRAINING

The chief object of the department of education and training are:

I. To give the student a clear insight into the educational bearing and value of the various subjects of the common school curriculum.

II. To furnish the conditions for the student to demonstrate by observation and practice, his fitness or unfitness for teaching—this fitness or unfitness to be measured by the following standards:

1. *Natural gifts and personality*
2. *Knowledge of the subjects to be taught*
3. *Knowledge of the child*
4. *Knowledge of the means and methods by which the child and the truth are to be brought into the most economical and fruitful relation to each other*

The working out of these two large purposes of the department is accomplished by the following means:

1. *Educational insight*

[a] By *method* work in the various subjects that find a place in the curricula of the common and secondary schools. The method of the subject is given in connection with the teaching of the subject itself and by the regular teacher of that subject. Method is the form that the teacher

gives to the truth to make it accomplish its educational end in the most economical way. It is the form and not the substance. It is best taught in connection with the teaching of the subject.

[b] By a study of those subjects that form the foundation of educational theory and practice.

1. *The History of Education*
2. *Psychology*
3. *Philosophy of Education*
4. *General Method*

II. *Training*

A term of training is made up of the following work:

1. *Observation of lessons taught by critic teachers*
2. *Observation of "illustrative lessons"*
3. *Written or oral criticisms of these lessons*
4. *Planning lessons to be taught*
5. *Complete control of a class for three terms*
6. *One hour a week in general method*

GENERAL PLAN OF TRAINING WORK

Everything done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-called practice work in the Model School, should promote, more or less directly, the *teaching efficiency of its graduates*. It is customary, however, to speak of the actual training work in teaching as beginning with the student's control and instruction of a class in the Model School. The plan herein set forth has to do with the "practice teaching" and attempts to give somewhat in detail the arrangements adopted in this school to make such teaching as helpful as possible to the student.

The value of training work depends largely upon the conditions under which it is done. The purpose of the Practice-Model School of the East-

FALL TERM PROGRAMME

7:30-8:15	8:15-9:00	9:30-10:20	10:30-11:10	11:10-12:30	11:20-12:10	1:30-5:20	2:20-3:10	2:20-4:00	4:00-4:50
Trigonometry A, B-2, 3, 4, 5 Reading 2 B-2, 3, 5, 6 Drawing 2 B-4 History 4 B-4, 6 Physics 4 B-3, 5 Zoology C 1-3, 5, 6 Botany D 2-2, 4, 5 Botany D 6-5	Grammar 2 A-2, 3, 4, 6 Economics A 1-5 Arithmetic 2 B-2, 3, 4, 6 Drawing 2 B-5 Physics 4 B Rhetoric C 2-2, 3, 5, 6 Zoology C 1-3, 5, 6 History C 3-2, 3, 4, 6	Economics A 1-2, 4, 6 Biology 2 A-2, 3, 5, 6 Methods 4 A-2, 3, 5, 6 Observation A-4 Geography 2 B-2, 4, 5, 6 Drawing 2 B-3 Caesar 4 B, C 2 German 4 B-2, 3, 4, 5	Biology 2 A-2, 3, 5, 6 Methods 4 A-2, 3, 5, 6 Observation A-4 Geography 2 B-2, 4, 5, 6 Drawing 2 B-3 Caesar 4 B, C 2 German 4 B-2, 3, 4, 5	Botany A, B-2, 4, 5 Physics 2 A, 2 B-2, 4	Economics A 2-2, 4, 5, 6 German A 1-2, 4, 5, 6 Virgil 4 A, 4 B-2, 4, 5, 6 Botany A, B-2, 4, 5 Physics 2 A, 2 B Psychology B 2-2, 3, 4, 5 History C 1-2, 3, 5, 6 Physiography C 2 -2, 3, 4, 5 Algebra C 3 Drawing D 1-3, 5, 6 Reading D 2, 5-4, 6 Botany D 3-3, 5, 6 Music D 3-2, 4 Arithmetic D 4 Reading D 5-2	Chemistry A, B German 2 B-2, 3, 4, 5 History A, B-2, 3, 4, 5 Literature A, B- 2, 3, 4, 5 Physiography C 1 Library Science -3, 4, 5 Algebra C 2 Rhetoric C 3-2, 3, 4, 5 Botany D 1-3, 5, 6 Arithmetic D 2-3, 6 Drawing D 3-3, 6 Reading D 3-5 Botany D 4-2, 4, 6 Music D 4, 5-3, 5 Botany D 6-2, 4	Drawing A, B-2, 4 Geology A, B-2, 3, 4, 5 German A 2-2, 3, 4, 5 History A, B-2, 3, 4, 5 Literature A, B-2, 3, 4, 5 Library Science A, B-2, 4 Literature A, B- 2, 3, 4, 5 Music A, B-3, 6 Reading A, B-3, 5 Solid Geometry A, B-2, 3, 4, 5 Botany D 1-3, 5, 6 Botany D 4-2, 4, 6 Botany D 6-2, 4	Manual Train- ing A, B-5 Manual Training A, B-5 Botany D 6 -2, 4	Manual Train- ing A, B-5

Physical Education

Boys		Girls	
1:30-2:20	3:30-4:30	2:20-3:30	3:30-4:30
-1, 3, 5	-5	A-6 C-2, 4 D 2, 4, 5-3, A-3 5	3:30-4:30

NOTE—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects in italics are required; those in roman are elective.

WINTER TERM PROGRAMME

7:30-8:15	8:15-9:00	9:30-10:30	10:20-11:10	11:10-12:30	11:20-12:10	1:30-2:20	2:20-3:10
Analytics A, B-2, 3, 4, 5 <i>Reading</i> 2 B-2, 3, 4, 5 <i>Drawing</i> 2 B-4 <i>Geography</i> 4 B-4 <i>Physics</i> 4 B-3, 5 <i>Zoology</i> C 1-3, 5, 6	<i>Manual Training</i> 4 A2-2 <i>History</i> 2 A-2, 4, 5, 6 <i>History of Education</i> A1-3, 4, 5, 6 <i>Music</i> 2 A-3 <i>Arithmetic</i> 2 B-2, 3, 4, 6 <i>Drawing</i> 2 B-5 <i>Physics</i> 4 B <i>Latin</i> C <i>Zoology</i> C 1-3, 5, 6 <i>Shakespeare</i> C 2-2, 3, 4, 6 <i>History</i> C 3-2, 3, 4, 6 <i>Latin</i> D 1 <i>Music</i> D 2, 4-2, 4 <i>Drawing</i> D 3, 4-3, 6 <i>Reading</i> D 3-2, 4, 5 <i>Drawing</i> D 5, 6-2, 4 <i>Music</i> D 5, 6-5, 6 <i>Reading</i> D 5-6 <i>Reading</i> D 6-3	<i>History of Education</i> A 2-3, 4, 5, 6 <i>Music</i> 2 A-2 <i>Psychology</i> B 1-2, 3, 4, 5 <i>Drawing</i> 2 B-6 <i>Geography</i> 4 B-6 <i>Geometry</i> C 1 <i>History</i> C 2-2, 4, 5, 6 <i>Latin</i> C 3 <i>Botany</i> D 1-3, 6 <i>Drawing</i> D 1-2, 5 <i>Arithmetic</i> D 2 <i>Botany</i> D 3-2, 4, 5 <i>Music</i> D 3-3, 6 <i>Reading</i> D 4-2, 4, 6 <i>Arithmetic</i> D 6 <i>Botany</i> D 5-2, 4, 6 <i>Reading</i> D 5-3, 5	<i>School Management</i> A 2-2, 3, 5, 6 <i>Manual Training</i> 4 A 1-4 <i>Drawing</i> 2 B-3 <i>Geography</i> 2 B-2, 4, 5, 6 <i>Caesar</i> 4 B, O 2 <i>German</i> 4 B-2, 3, 4, 5, 6 <i>Shakespeare</i> C 1-2, 4, 5, 6 <i>Botany</i> D 1-3, 6 <i>Music</i> D 1-2, 4 <i>Arithmetic</i> D 2 <i>Botany</i> D 3-2, 4, 5 <i>Music</i> D 3-3, 6 <i>Reading</i> D 4-2, 4, 6 <i>Arithmetic</i> D 6 <i>Botany</i> D 5-2, 4, 6 <i>Reading</i> D 5-3, 5	<i>Botany</i> A, B-2, 4, 5 <i>Virgil</i> 4 A, 4 B-2, 4, 5, 6 <i>Economics</i> A, B-2, 4, 5, 6 <i>German</i> A 1-2, 4, 5, 6 <i>Physics</i> 2 A, 2 B <i>Psychology</i> B 2-2, 3, 4, 5 <i>History</i> C 1-2, 3, 5, 6 <i>Physiology</i> C 2-2, 3, 4, 5 <i>Geometry</i> C 3 <i>Shakespeare</i> C 2-2, 3, 4, 5 <i>Botany</i> D 1-4 <i>Reading</i> D 1-2, 3, 5 <i>Gotany</i> D 2-2, 3, 5, 6 <i>Grammar</i> D 3 <i>Botany</i> D 4-2, 3, 5 <i>Botany</i> D 6-2, 4, 6	<i>Chemistry</i> A, B <i>German</i> 2 B-2, 3, 4, 5 <i>History</i> A, B-2, 3, 4, 5 <i>Literature</i> A, B-2, 3, 4, 5 <i>Observation</i> A-6 <i>Physiology</i> C 1-2, 3, 4, 5 <i>Geometry</i> C 2 <i>Shakespeare</i> C 3-2, 3, 4, 5 <i>Botany</i> D 1-4 <i>Reading</i> D 1-2, 3, 5 <i>Gotany</i> D 2-2, 3, 5, 6 <i>Grammar</i> D 3 <i>Botany</i> D 4-2, 3, 5 <i>Botany</i> D 6-2, 4, 6	<i>Advanced Algebra</i> A, B-2, 3, 4, 5 <i>Drawing</i> A, B-2, 4, 5 <i>Geography</i> A, B-2, 3, 4, 5 <i>German</i> A 2-2, 3, 4, 5 <i>History</i> A, B-2, 3, 4, 5 <i>Library Science</i> A, B-2, 4 <i>Literature</i> A, B-2, 3, 4, 5 <i>Manual Training</i> A, B-2, 3, 4, 5 <i>Music</i> A, B-3, 6 <i>Reading</i> A, B-3, 5 <i>Botany</i> D 1-4 <i>Botany</i> D 4-2, 3, 5 <i>Botany</i> D 6-2, 4, 6	

Physical Education

Girls		Boys	
1:20-2:30	2:20-3:30	8:00-9:00	11:10-12:10
D 5, 6-3, 5 D 2, 4-4, 6	C-2, 4 D 1, 3-3, 5	A-3, 5 B-2, 4	D 6, C, A, B-3 D 5, 6, A, B, C-6
2:30-3:30	3:20-4:30	2:30-3:30	D 1 and others -3
D 1, 2, 3, and others -6	D 1, 2, 3, and others -6	D 1, 2, 3, and others -6	D 1, 2, 3, and others -6

NOTE.—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects in italics are required; those in roman are elective.

SPRING TERM PROGRAMME

7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-12:30	11:20-12:10	1:30-2:20	2:20-3:10
<p><i>Manual Training</i> 4A 1-3 4A 2-5</p> <p><i>Manual Training</i> A, B-2, 4.</p> <p><i>Astronomy</i> A, B-2, 3, 4, 5.</p> <p><i>Biology</i> 2B-3, 5, 6, 4.</p> <p><i>Nature Study</i> 4B-2, 4.</p> <p><i>Physics</i> 4B-3, 5, 6.</p> <p><i>Algebra</i> D2.</p> <p><i>Hygiene</i> D3-2.</p> <p><i>Reading</i> D4-2, 4, 6.</p> <p><i>Botany</i> D5-3, 4, 6.</p>	<p><i>Manual Training</i> 4 A1-3, 4A2-5.</p> <p><i>Weaving</i> A-2, 4.</p> <p><i>Biology</i> 2B-3, 5, 6.</p> <p><i>History</i> 2B-2, 4.</p> <p><i>Physics</i> 4B.</p> <p><i>Geometry</i> C1.</p> <p><i>Latin</i> C.</p> <p><i>Rhetoric</i> C2-2, 3, 4, 5.</p> <p><i>History</i> C3-2, 3, 4, 6.</p> <p><i>Latin</i> D1.</p> <p><i>Algebra</i> D2-3, 5.</p> <p><i>Reading</i> D2-2, 4, 6.</p> <p><i>Hygiene</i> D3-2.</p> <p><i>Music</i> D3-4, 6.</p> <p><i>Arithmetic</i> D4.</p> <p><i>Botany</i> D5-3, 4, 6.</p> <p><i>Music</i> D5-2, 5.</p>	<p><i>Music</i> 2A-2, 4.</p> <p><i>Psychology</i> B1-2, 3, 4, 5.</p> <p><i>History</i> 2B-6.</p> <p><i>Latin</i> C.</p> <p><i>Government</i> C2-2, 3, 5, 6.</p> <p><i>Geography</i> C1-2, 3, 4, 5.</p> <p><i>Hygiene</i> D1-2, 4, 6.</p> <p><i>Drawing</i> D1-3, 5.</p> <p><i>English</i> D2.</p> <p><i>Algebra</i> D3.</p> <p><i>Botany</i> D4-2, 3, 5.</p> <p><i>Reading</i> D4-4, 6.</p> <p><i>Reading</i> D5-2, 4, 5.</p>	<p><i>Philosophy of Educa- tion</i> A-2, 4, 5, 6.</p> <p><i>Observation</i> A-3.</p> <p><i>Cesar</i> 4B, C2.</p> <p><i>German</i> 4B-2, 3, 4, 5.</p> <p><i>Grammar</i> 2B-2, 4, 5, 6.</p> <p><i>History</i> 2B-3.</p> <p><i>Rhetoric</i> C1-2, 3, 4, 5.</p> <p><i>Physiology</i> C2.</p> <p><i>Algebra</i> D1-3, 5.</p> <p><i>Hygiene</i> D1-2, 4, 6.</p> <p><i>Drawing</i> D2-2, 4.</p> <p><i>Music</i> D2-3, 5.</p> <p><i>Algebra</i> D3-3, 6.</p> <p><i>Reading</i> D3-2, 4, 5.</p> <p><i>Botany</i> D4-2, 3, 5.</p> <p><i>Music</i> D4-4, 6.</p> <p><i>Drawing</i> D5-3, 6.</p>	<p><i>Botany</i> A, B-2, 4, 5.</p> <p><i>Physics</i> 2A, 2B-2, 4, 5, 6.</p> <p><i>Zoology</i> A, B, C-2, 4, 5, 6.</p>	<p><i>Botany</i> A, B-2, 4, 5.</p> <p><i>Physics</i> 2A, 2B-2, 4, 5, 6.</p> <p><i>Virgil</i> 4A, 4B-2, 4, 5, 6.</p> <p><i>Zoology</i> A, B, C-2, 4, 5, 6.</p> <p><i>Psychology</i> B2-2, 3, 4, 5.</p> <p><i>Government</i> C1-2, 3, 5, 6.</p> <p><i>Geography</i> C2-2, 3, 4, 5.</p> <p><i>Geometry</i> C3.</p> <p><i>Algebra</i> D1.</p> <p><i>English</i> D3.</p> <p><i>Grammar</i> D4.</p> <p><i>Arithmetic</i> D5.</p>	<p><i>Chemistry</i> A, B.</p> <p><i>German</i> 2B-2, 3, 4, 5.</p> <p><i>History</i> A, B-2, 3, 4, 5.</p> <p><i>Literature</i> A, B-2, 3, 4, 5.</p> <p><i>Physiology</i> A, B, C1.</p> <p><i>Geometry</i> C2-2, 3, 4, 5.</p> <p><i>Rhetoric</i> C3-2, 3, 4, 5.</p> <p><i>Music</i> D1-3, 6.</p> <p><i>Reading</i> D1-2, 4, 5.</p> <p><i>Hygiene</i> D2-2, 4, 6.</p> <p><i>Hygiene</i> D3-3, 5.</p> <p><i>Grammar</i> D5.</p>	<p><i>Advanced Algebra</i> A, B-2, 3, 4, 5.</p> <p><i>Drawing</i> A, B-2, 4.</p> <p><i>Geography</i> A, B-2, 3, 4, 5.</p> <p><i>German</i> A2-2, 3, 4, 5.</p> <p><i>History</i> A, B-2, 3, 4, 5.</p> <p><i>Library Science</i> A, B-2, 4.</p> <p><i>Literature</i> A, B-2, 3, 4, 5.</p> <p><i>Music</i> A, B-3, 5.</p> <p><i>Reading</i> A, B-2, 4.</p> <p><i>Hygiene</i> D2-2, 4, 6.</p> <p><i>Hygiene</i> D3-3, 5.</p>

Physical Education

Girls		Boys	
1:20-2:30	D2, 4-3, 5. C-3, 5.	1:20-2:20	-1, 6.
2:20-3:30	D1, 3, 5-2, 4. A-3, 5.	2:20-3:20	-2, 3, 4, 5.
3:30-4:30	B-2, 4.		

NOTE.—Numbers following letters indicate the section of the class; numbers following the dash indicate the days of the week, beginning with Monday. The subjects in *italics* are required; those in *roman* are *elective*.

ern Illinois State Normal School is to furnish the most favorable conditions for such training. It consists of nine grades of from twenty to twenty-five pupils each, in charge of six critic teachers and a supervisor, and under the complete control of the Normal School authorities. And although it offers what is believed to be the best in the way of illustrative and model work, it aims to be little more than a type of good common school. Children are admitted to the training school from the city and the adjoining country districts upon the payment of a small incidental fee. This means that the school is very democratic and that the pupil teachers must meet conditions here very similar to those they will meet later in their own schools.

Many more students annually seek admission to the training school than the facilities will accommodate. In order to maintain a high standard of work, it is necessary to refuse to admit to any room more students than the room can comfortably seat. The seating capacity is limited not merely by the size of the rooms, but also to classes of such size as to insure the most efficient results. That we may prevent any misunderstanding with parents seeking admission for their children these rules will be strictly followed:

1. Only students who are registered with us will be admitted.
2. All registrations must be made in writing by the parent or guardian and filed with the Supervisor of the Model School.
3. Registrations shall receive consideration in the order in which they are made.
4. Pupils enrolled during the regular year shall have precedence over all others.
5. Enrollment during the summer term does not necessarily imply that the pupil will be admit-

ted during the regular terms. The enrollment of all summer school pupils in the year classes will be governed by the time of registration.

6. Only in exceptional cases will summer work be used to advance a student a grade. The rule is that it can be used only for review or intensive work or for the removal of a condition. Conditions placed upon students regularly enrolled in the Model School may be removed in the summer school, if an arrangement is made with the teacher under whom the condition occurred and the supervisor.

7. In case any registered pupil fails to appear on the opening day, his name will be dropped from the list unless there is some extraordinary reason of which the supervisor is informed; and if he wishes to enter later, he must proceed as before.

8. In case any pupil of the regular year fails to appear on the first day, unless the circumstances are very extenuating and the supervisor is aware of them, his seat will be declared vacant and given to the pupil next in order of registration.

9. This form will be acceptable for registration.

Charleston, Illinois.

Date.....

To the Supervisor of the Model School:

Please register.....
for entrance into the Model School for the year beginningin.....grade
.....Parent
or
.....Guardian.

MODEL PRACTICE SCHOOL

An attempt is made to unite the best elements of a *model* school with the best elements of a *practice* school. The critic teachers and the special teachers of music, drawing, manual training, and history teach regular classes throughout the year. This teaching not only furnishes model lessons for students to observe, but also keeps the children and their work from suffering, as often results where all the teaching is done by pupil teachers.

The model-practice school is the pedagogical laboratory of the Normal School. This does not mean that it is purely an experimental school. Such conservative experimentation as does not defeat the ends of the school is permitted at opportune times. The model school is the place where the course of study is exemplified, where the theory previously received is put into successful practice, and where the broad knowledge of the specialist and the practical experience and professional insight of the training teacher meet on a common ground. These fortunate relationships keep alive a healthy interest, stimulate work along special lines, and encourage investigation in school management and methods in instruction.

One of the first duties of the model-practice school is to show the subjects of the curriculum in organic unity. The various subjects must be so articulated that they may become a part of the alphabet of one's efficiency. Things should not be placed in the course of study which are going to be dropped and never used hereafter. The efficiency of any subject depends upon its being carried on and on throughout life. The entire course, therefore, is organized with reference to the children who are being educated rather than with reference to the student teachers who are being trained.

THE YEAR OF TEACHING

Each student is expected to spend one full year, one period a day, in teaching. At least two terms of this work must be done during the senior year. While it is expected that each student will be required to teach a year, ability and attainment shall be the criteria for judging him rather than the length of time he spends in teaching.

FIRST TERM

The work of this term involves careful preparation and planning of lessons, complete control of a class in discipline, and teaching under the supervision of the critic teachers and supervisor. The critic teachers have a triple function—administration, teaching, and supervising. Every effort is made to develop self-reliance, independence, and initiative in the student teachers with reference to the first two of these functions. In doing this the teaching is arranged so as to familiarize the student with the work of all departments and so graduated as to suit his needs and abilities. Students who want to fit themselves for a special grade or for supervisory work may be allowed special privileges in teaching and instruction. Ordinarily a student is expected to follow the plan of work prescribed for the year. While the plan necessarily varies in nature as the classes vary in size, in general it is pursued subject to the following conditions:

1. The pupil teacher observes some critic teacher teach, meets with her first for the discussion of the lesson, and later for the criticism of plans on lessons similar to the one observed.

2. Every lesson plan involves an organization of the material to be presented, a knowledge

of the basis the child has for mastering the new material, the means for arousing the need in the child for the mastery of the new material, and the ways of acquiring and applying it. After having familiarized himself thoroughly with these essentials, every student teacher is expected to plan every lesson he teaches in harmony with them.

3. All lesson plans for the entire week are due from the student teacher on Tuesday of the week the lessons are to be taught. Before the lessons are taught the student teacher must meet the critic teacher for criticism and suggestions upon the plan.

4. During the first term the pupil teachers are divided into as many groups as there are critic teachers and if the Normal School programme permits it, special teachers. These groups rotate among the critic teachers so that each pupil teacher teaches under the supervision of each of them.

5. A different subject is taught each term. In certain cases, the pupil teacher may be allowed to choose the subject and grade he feels best prepared to teach, provided he has done strong work in this subject in the Normal School.

6. The first teaching is done in a recitation room so that the main problem is instruction rather than discipline.

7. The pupil teachers are required to attend class two days in the week. (For further explanation see Observation.)

8. Each critic teacher holds one regular weekly meeting with her group of student teachers to talk over the problems pertaining to the work of her grades. In addition to this group meeting, each critic teacher meets the pupil teachers individually for criticism in their plans and teaching.

SECOND TERM

1. It is presumed that the pupil teacher now has enough strength to teach a class in the presence of another class at study, although he may not be wholly responsible for the second class.

2. The class work of the previous term is continued. (See Observation.)

3. Attendance at the critic teacher's meetings is still required.

4. Except for some very good reason, both subject and grade are changed for teaching.

THIRD TERM

1. The pupil teacher is now thrown almost entirely upon his own resources. He assumes complete control of a room during recitation or study periods.

2. If some pupil teacher desires to become especially proficient in some grade or in teaching some special branch, the opportunity may be given this term.

3. Continued attendance at such meetings as the critic teachers and supervisors deem advisable is still required.

4. Class work is continued.

OBSERVATION

Time and Amount

Should the practice teacher observe a term before beginning to teach, or while he is doing his work? The plan here is to have the pupil teacher observe the critic teacher teach the class for one or two weeks and then take the class himself, but continue to observe the critic teacher teach some other subject to the same grade throughout the term. To allow the beginning teacher to spend a whole term in observing before doing any teaching himself is open to two serious objections: To

observe intelligently, one must come with problems in mind. These problems arise from actual *experience*. As the pupil teacher teaches, problems of instruction and problems of discipline are forced upon him, and he goes to his observation of a recitation with these questions fresh in mind, and the lesson he observes has significance and meaning to him.

Again, points gained from observation may be clearly apprehended at the time, but unless the observer has an early opportunity to apply these points, they tend to fade, whereas an attempt to apply them immediately in his own teaching tends to fix them and make them a part of the teacher's working habits. We need to turn constantly from our work to the model and from the model back to our work.

OBSERVATION OF CRITIC TEACHER'S WORK

Whose teaching shall the pupil teacher observe? The work of the critic teacher and not the work of some other pupil teacher. To have one pupil teacher observe another is like learning good English by studying "false syntax." It is the blind leading the blind. To have the pupil teacher observe the critic teacher's work has these advantages:

1. It allows the pupil to see the work of a first-class teacher.

2. It gives the critic teacher the **very best** means of criticising in a positive way the faults of the pupil teacher. Instead of saying, "Don't do this or that," the critic can say, "Look for this thing in my lesson today and see if it suggests a way out of your difficulty."

3. These written observations give the critic teacher and supervisor a good opportunity for determining the pupil teacher's power to see the

vital things in a recitation and to state them clearly. They often reveal the fact that the pupil teacher has failed utterly to comprehend a suggestion received and assented to.

4. It is good for the critic teacher. When the pupil teacher turns critic and expresses opinions on work the critic teacher is doing, it keeps the critic teacher alive to the relationship that should be maintained. It creates and maintains the real bond of sympathy.

METHOD OF OBSERVATION

The pupil teachers may be required by the critic teachers to do such special observing as seems necessary to assist them in their teaching. In addition to this, all pupil teachers are required to do general observation under the direction of the supervisor. This work continues once a week throughout the year and is regarded as a part of the class work. In this weekly meeting problems faced in teaching, the educational value of the elementary branches, and the special methods and devices involved in instruction, receive consideration. The critic teachers and normal school teachers meet the class occasionally to discuss the scope and nature of the special branches. The study of these branches is followed through the grades with the supervisor. The lessons taught by the critic teachers for this observation are regarded as illustrative lessons. Certain points are arranged for observation beforehand. On the day following the merits of the lesson observed are discussed in class. Emphasis is placed upon positive criticism.

Not all of the general observation work is intended to acquaint the student teacher with the curriculum. At times it is focussed upon other equally essential points. That the student teacher

may have the advantage of a full educational round in his observation work, suggestive syllabi have been prepared for his use. After the facts of one of the syllabi have been developed in class, the student teacher is sent to the class room to observe some one point in the syllabus, which he reports in writing to the supervisor who criticises and returns it. Each syllabus is printed on a folder, which has three blank pages for the student's report. One report a week is required. The syllabi are generally preserved by the student teachers, as they constitute a valuable collection of material dealing with the practical problems of the schoolroom.

OBSERVATION SYLLABUS NO. 1

Condition for Work

I. Physical conditions

1. Seats: Adaptation to individual pupils. Kinds of seats. Defects caused by poor seats.
2. Temperature: Range. Uniformity of it. How vary with reference to different subjects
3. Ventilation: System in use. Its effectiveness. Management of different ways of ventilation. Effect of good and bad ventilation upon work. Frequency with which the air should be changed in the room as determined by the size of the room and the number of people in it.
4. Light: Amount of lighting space. Its relation to floor space. Arrangement, size and height of windows. Glass in windows. Kind and arrangement of blinds. Side from which the light comes. Note individual pupils to determine effect of shadows.
5. Cleanliness and neatness in general as shown by: blackboards, floor, walls, curtains, closets. Presence of unnecessary materials. Blackboard ledges. Adornment of room. Care of desks.

II. Management

1. Classification of pupils: On what basis? Seating.

2. Attendance: Regular. Punctual. Absence. Tardiness.
3. System of reports, registers, etc., for preserving records and statistical information in regard to students and the school.
4. Programme: Balance. Amount of time given to subjects in relation to their importance. Time of subjects during the day. Adherence to programme by the teacher.
5. Employment of exercises engaging entire student body, as music, marching, physical culture, opening exercises, etc.
6. Attention given to personal appearance of children.
7. Miscellaneous details:—
 - a. Assignments: When and of whom to get them?
 - b. Materials for work, sharpening of pencils, etc.: When attend to?
 - c. Monitorial system for tablets, books and other materials.
 - d. Communication permitted: When allowed? Why?
 - e. Leaving room: Freedom allowed.
 - f. Use of dictionary, map, library, etc.: Subject to what restriction.

III. Discipline

1. Rules: Number. Kind. Grow out of what?
2. Purpose of punishment: Retributive. Preventive. Reformative. Formative.
3. Kinds of punishment: Humiliation. Loss of privilege. Imposition of tasks. Corporal. Suspension. Expulsion. Substitution. Discuss appropriateness and effectiveness of each.
4. Offenses: Note intent. Number disturbed. Inhibitory ability of others. Attitude of other pupils toward offender. Cause of offense.
5. Control of play and periods of recreation: Amount of control exercised. Treatment of offenders.
6. Remarks: Kinds. Proper uses.

OBSERVATION SYLLABUS No. 2

The Children

I. Individuals

1. Physical Condition

a. In general

- (1) Study of arrests shown in anaemia, St. Vitus's dance, adenoids, etc. Symptoms.

b. The senses

- (1) Defects of eyes: Appearance of eyes. Position of book while reading. Position of head. Expression when reading from blackboard.
- (2) Defects of hearing: Must questions be repeated? Do some appear stupid and inattentive or turn the head during oral work? If so, do they always use the same eye? Do they ever get cues for action from the general movements of the class?

c. Personal habits

- (1) Personal habits of pupils as shown in attention given to hair, hands, ears, clothing.
- (2) Habits of posture: Relation to health. Key to mental life. Posture in sitting, reading, and in conversation.
- (3) Habits of movement.

2. Language

- a. Articulation. Enunciation. Stammering. Stuttering. Pronunciation. How improve?

- b. Errors in idiom or in grammar.

3. Ability: Chief strength. Chief weakness. How determined?

II. The class

1. At study

- a. Materials for work: Books, paper, pens. pads, maps, globes, rulers, supplementary reading material.

- b. Attention: Devices used to aid in study. Attention of pupils to work. Kind of attention employed. How detected? Lapses. How known? Degree of attention.

2. In recitation

a. Spirit of class

Prompt, obedient, punctual, industrious. Movements executed in order and in harmony. To what extent do the children imitate? To what extent exercise initiative? Note sustained effort, self-control, deliberation, hesitancy, determination, etc.

- b. Reciting class
Number attending. Concentration. Kind of attention. Objective aids. Distractions.
- c. Self-activity
Evidences. Strength. Aids. Degree.
- d. Accomplishment
 - (1) Written work
 - (a) At seat: Form of letters, spacing, size of rulers. Position of body, of feet, of paper, of pen. Kind of pen, of paper. Accuracy and rapidity. Freedom of movement. Degree of uniformity and variety.
 - (b) At blackboard: Neatness, size spacing, lining, etc.
 - (2) Memory work: Manner of mastery. Time required. Aids to memory.
 - (3) Thought work: How stimulated? Degree of originality and independence displayed. Speed of it.
- e. Motives: What motivation does the pupil have for his study or recitation? What mental powers does he employ? What apperceptive knowledge does he recall? What conclusions are reached?

OBSERVATION SYLLABUS NO. 3

The Lesson

I. Purpose. General and special.

II. Plan.

1. Drill lesson. The aim. How drill is conducted? What is accomplished? Does subject-matter lend itself to drill?
2. Review. When appropriate? Is it a new statement or old material in new relations? Who contributes most, teacher or pupil? What applications are made? Any new problems suggested? How do pupils know when work is done?
3. Examination. When appropriate? Its nature. What does it seek to accomplish?
4. Inductive lesson. See McMurry's *Method of Recitation*.
5. Deductive lesson. Does the subject lend itself to a deductive treatment? In what grade is it

- taught? What steps are employed in it? Are any general notions used without sufficient knowledge of their content? Give examples of valid reasoning by the pupils. Of fallacies. Are the children encouraged to reason and to discover their own errors? With what spirit do they leave the lesson?
6. Study lesson. When used? Plan of procedure. Value of it. Aids in study.
 7. Recitation lesson: See methods.
- III. Materials and devices. Determine their appropriateness in light of the special purpose. Emphasis through vividness, repetition, illustration, isolation, comparison, relation, or organization.
- IV. Methods
1. Lecture. Strength and weakness. Virtue in connection with the lesson taught.
 2. Topical. General. Special. When use? How use? Advantage. Disadvantage.
 3. Text-book. Meaning. How employ, etc?
 4. Question and answer. Used for what purposes? Kinds used, whether direct, indirect, elliptical, alternative, leading, etc. Appropriateness of each.
- V. Assignment
- When made. Amount of time spent on it. Describe method of it. Relation to subsequent study.

OBSERVATION SYLLABUS NO. 4

The Teacher

- I. Management of school.
Attention to physical conditions of room, to passing of classes and school, to seating, attendance, pupils at study, to programme.
- II. Grasp and presentation of subject-matter.
Preparation as shown in questions, the sequence of topics, emphasis of topics, result achieved.
- III. Personality
What in the teacher's manner helps the pupils to learn? Does she encourage independent work, co-operation, and mutual helpfulness? Spirit of teacher as shown in reproof.
Method of reproof— by word, glance, dismis-

sal from class, stopping of work, etc. Necessity for the kind of reproof and the effectiveness of it. Manner of reproof: by courtesy, kindness, charity, temper, unguarded or unjust expressions, petulance, gloom, frowns, sneers, sarcasm, ridicule, joy, cheerfulness, brightness, satisfaction, disappointment, etc.

IV. Attitude toward habits of child

General

What habits is the teacher seeking to cultivate in the class?

What habits is the teacher trying to break up?

What means does the teacher employ?

What motives or incentives are appealed to and which are encouraged?

Does the teacher rely upon obedience, imitation or the child's power to reason as a basis for right habits?

Is the teacher attentive to the signs of fatigue?

How is it shown?

Special

Habits of body, mind, study, conduct.

GRAMMAR

1. The first term of grammar is given almost entirely to a study of the sentence. Beginning with the essential elements, the class learns their uses and then such modifications as result in the most complex sentence forms. *Prescribed for all four-year students who do not elect Latin. Every term.*

2. The work of the second term, which is based on that of the first, considers more difficult constructions and gives considerable time to parts of speech and inflection. In all courses emphasis is laid on accuracy of terminology and on thought rather than form. *Prescribed for all four-year students who do not elect Latin. Winter, spring, and summer terms.*

3. After completing two terms of grammar, students are drilled in the application of grammar

to composition. Some elementary work in literature is connected with the theme-writing required. *Prescribed for all four-year students who do not elect Latin. Spring term.*

4. Work similar to that in Course 1, though more advanced, is offered. *Prescribed for all students of the two-year course. Spring term.*

5. Parts of speech, inflection, and more difficult constructions in syntax are studied. *Prescribed for all students of the two-year course. Fall term.*

6. This is a course in methods in grammar. The basis of grammatical study, nomenclature, the literature of grammar, more important constructions and the principles for its teaching, are discussed. *Prescribed for all four-year students. Four weeks in the fall term*

RHETORIC

This is a practical course in English composition, the aim of which is to enable students to express their own thoughts with some degree of effectiveness. The principal forms of prose discourse are discussed by the instructor, the theory being put into practice by the class in daily and fortnightly themes. Throughout the course parallel reading is required. *Required for all four-year students. Fall and spring terms.*

LITERATURE

1. The four plays of Shakespeare, studied in class, are used to illustrate as far as possible, the chief elements of the drama. The aim of the course is not only to present adequately the plays undertaken in class, but also to provide the students with equipment sufficient for carrying on successfully future independent study. *Required for all four-year students. Winter term.*

2. Typical masterpieces. An endeavor is made in this course to furnish the pupil with sufficient critical apparatus for attacking independently any non-dramatic form of poetry. Some insistence is laid on literary history, but the course centers around the various types of literature. *Elective in all courses. Fall term.*

3. Typical Masterpieces, continued. *Elective in all courses. Winter term.*

4. Modern poets. The technique of poetry and the spirit of the age receives special attention. *Elective in all courses. Spring term.*

5. Classical Drama. This course is a study of the drama from the time of Aeschylus to the fall of the Roman theatre. *Elective in all courses. Fall term.*

6. Elizabethan Drama. This course is outlined with special reference to the important contemporaries of Shakespeare. *Elective in all courses. Winter term.*

7. Modern Drama. The purpose of this course is to familiarize the student with what is best in modern drama. *Elective in all courses. Spring term.*

8. The English Novel. In this course five or six typical novels of the nineteenth century are studied in detail. The aim is, primarily, to furnish students with proper standards for judging novels; secondarily, to introduce them to some of the masters of prose fiction. *Elective in all courses. Fall term.*

9. The English Novel, continued. The work for the first few weeks is the same as in Course 5. The rest of the term is given to a technical study of the principles of literary criticism as applied to the novel. *Elective in all courses. Winter term.*

10. The English Novel, continued. The work of this term is the study of the history of the novel

from Malory to Meredith. *Elective in all courses. Spring term.*

The courses in the drama and novel alternate. During the year 1912-1913 the course in the drama will be offered.

READING

In the first year of the four-year course the emphasis is placed upon oral reading. The classes work upon one phase of the subject at a time, as emotion, imagery, dialogue, enunciation, articulation, melody. During this year the classes try to establish the standards by which oral reading is judged.

In the course for high school graduates the work is more advanced. The fall term work tries to establish standards for the criticism of reading in addition to a study of those principles which the classes may seem to need. During the winter term attention is directed to the reading of poetry. The methods of teaching reading in the public schools receive attention during both terms.

An elective course is open to those who have completed one of the regular courses in reading and is designed to meet the special needs of individuals in the class. This course will not be given unless six or more elect it.

HISTORY, GOVERNMENT, AND ECONOMICS

PRESCRIBED

1. *Methods in History*, two terms. High school graduates' course, first and second years.

2. *Methods in History*, one term. Four year course, third year.

3. *Economics*, one term. Two-year course, second year; four-year course, fourth year.

II. ELECTIVE

1. *American History and Government*, one year. Four-year course, second year.
2. *Ancient and Mediaeval History*, one year.
3. *Modern European History*, one year.
4. *Special Periods of American History*, one year. Courses 3 and 4 alternate. During the year 1912-1913, course 4 will be offered.
5. *American Government*, one term.
6. *Economics*, one term.

The instruction in history aims to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the method and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration, are to be sought but not too exclusively. An attempt is made to develop a conception of history from the works of modern historians, and to show the relation of such a conception to history in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for school history can be selected with due regard to a conviction that history has rights as well as pedagogy.

Current methods of teaching history in the grades and up through the secondary school are studied and illustrated, together with the special literature on the subject. A critical examination of historical textbooks is attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers are exhibited.

LATIN

Latin is elective throughout all courses. First year Latin may be taken either in the first or in the second year of the four-year course; Caesar in the second or third; Cicero and Virgil in the third or fourth.

Latin composition is studied in connection with Caesar and Cicero. In the second year some special attention is given to Roman antiquities; in the third, to constructions not found in Caesar, to figures of speech, the reckoning of time, the memorizing of selected passages, and the study of the Roman constitution.

The work in Virgil includes a study of Greek and Roman mythology, of poetical constructions, figures, and prosody, as well as the consideration of Virgil's debt to Homer and the memorizing of selected lines and passages. Sight translation and the study of the relation of Latin to English are a part of the work of every year. The work of the last term includes a course in Latin composition and a general review of the work of the four years.

The course in advanced Latin for high school graduates will not be offered in the year 1912-1913.

GERMAN

German is elective in the third and fourth years of the four-year course and in both years of the two-year course. The aim is to give the student such knowledge of the principles of German grammar and such practice in reading and translating, as will enable him to understand and enjoy the masterpieces of German literature. Special emphasis is laid upon idiomatic English in translating.

Elementary German

The work of this course includes a thorough study of the grammar, with both written and oral exercises, translation of standard German authors, with free reproduction of the material read, practice in sight reading and memorizing of German poems. In the first year Bacon's Grammar and *Im Vaterland* are used. Exercise in conversation is given based on selections from *Im Vaterland*.

Advanced German

In the second year the class reads *Höher als die Kirche*, *Wilhelm Tell*, *Die Harzreise*, *Maria Stuart*, *Minna von Barnhelm*, or equivalents. The study of each drama includes a study of the author, the structure and composition of the drama, and its place in German literature. Written exercises are continued throughout the second year..

MATHEMATICS

1. *Arithmetic.* The work of this course includes notation, numeration, the fundamental operations with integers and with common and decimal fractions, factors and multiples, the English and metric system of weights and measures, involution and evolution, and some elementary problems in the measurement of surfaces and solids. *Required in the four-year course. Offered every term.*

2. *Arithmetic.* The principal topics are ratio and proportion and their application to some simple problems of physics and geometry, mensuration, percentage and its application, and graphic arithmetic. *Required in the four-year course. Offered winter, spring and summer terms.*

3. *Arithmetic.* The subject-matter of these courses is essentially that of Courses 1 and 2, but the work is more advanced and assumes a knowledge of elementary algebra and geometry. More attention is given to methods of instruction. *Required in the two-year course. Fall term.*

4. *Arithmetic.* *Required in the two-year course. Winter term.* Courses 3 and 4 are for high school graduates.

5. *Methods in Arithmetic.* An effort is made to have the students become familiar with the best literature of the subject and with recent tendencies in the teaching of mathematics and to have them discover the rational basis for the organization of a course of study for arithmetic in the grades. The library contains a good collection of books on the teaching of elementary mathematics. *Required in the four-year course. Offered fall and summer terms.*

6. *Algebra.* This course covers algebraic notation, the fundamental operations, factoring, highest common factor, lowest common multiple, fractions, graphs and simple equations in one and two unknowns. Both in this course and in Course 7, applications are made to simple problems in physics, mechanics, and geometry. *Required in the four-year course. Spring and summer terms.*

7. *Algebra.* The topics studied are involution and evolution, simultaneous equations of the first and second degree, theory of exponents, radicals, complex numbers, and quadratic equations. *Required in the four-year course. Fall and summer terms.*

8. *Plane Geometry.* Books I and II. In all the courses in geometry special attention is paid to the solution of original exercises. Applications are made to simple problems in physics

and mechanics. *Required in the four-year course. Winter and summer terms.*

9. *Plane Geometry.* Books III, IV, and V *Required in the four-year course. Spring and summer terms.*

10. *Algebra.* The subject-matter includes the theory of quadratic equations, simultaneous equations of the second degree, ratio, proportion, arithmetical, geometrical, and harmonical progressions, logarithms, permutations and combinations, and probability. *Elective in both courses. Winter term.*

11. *Algebra.* A study is made of determinants and their applications to sets of linear equations, some of the elementary properties of series, the binomial theorem, and so much of the theory of equations as to include the elementary transformations, location of roots, graphical representation of functions, Sturm's theorem, Horner's method of approximation, binomial equations, and the solution of the general cubic and biquadratic. *Elective in both courses. Spring term.*

12. *Solid Geometry.* Books VI, VII, and VIII. *Elective in both courses. Fall term.*

13. *Plane Trigonometry.* This course embraces the definitions and properties of the trigonometric functions, the deduction of important trigonometric formulæ, the use of tables of logarithms, the solutions of plane triangles, and various practical applications. *Elective in both courses. Fall term.*

14. *Plane Analytic Geometry.* This is an elementary course in the analytic geometry of the plane and deals in particular with the properties of the conic sections, including a discussion of the general equation of the second degree. *Elective in both courses. Winter term.*

15. *Astronomy.* This course is of special importance to teachers of geography. It is chiefly a study of the solar system. The problems of practical astronomy are investigated as thoroughly as the mathematical acquirements of the class permit. Attention is directed to recent astronomical research. The department is equipped with a four-inch equatorial telescope and with a large number of lantern slides. *Elective in both courses. Spring term.*

GEOGRAPHY

The object of the work in geography is to give the pupils a knowledge of the earth's surface as the home of man, to show how physical conditions of the earth's surface have influenced life conditions, such as the distribution of peoples and industries, and to show how man has been able to become master of natural conditions, such as aridity of climate.

An attempt is made to have the pupil learn to picture for himself as clearly as possible those parts of the world that he has not seen, and for this the department is well equipped with maps, globes, relief models, pictures, and lantern slides, as well as books and pamphlets. There is also a good collection of industrial materials for illustrating the commercial side of geography.

1. *Physiography.* A study is made of the land forms, the processes by which they are developed, and their influence upon man.

Laboratory work with topographic maps is an important part of the study, and excursions are made by members of the class; both individually and with the teacher, in order that practical illustration may accompany the more theoretical work of the class room. A requisite for Course 4 in the

four-year course. *Elective in the four-year course. Fall term.*

2. *Physiography.* A continuation of Course 1. A study of the distribution of winds, temperature, and rainfall on the earth, and the factors influencing this distribution. The principles deduced will be applied in the latter half of the term to some one or more geographic units showing the influence of climate upon the distribution of people and industries. This course may be elected without electing later courses, but is a requisite for Courses 4, 7, 8, and 9 for four-year students. *Elective in the four-year course. Winter term.*

3. *Physiography.* A study of the land forms, the processes of their formation, and of climate with a view to an application in general geography. *Required in the two-year course. Fall term.*

4. *The Geography of the North American Continent.* A study of the physiographic regions of North America, with a detailed study of some of the more important regions of the United States. Students taking this course must have had either Course 3 or Courses 1 and 2. *Elective in the four-year course. Spring term. Required in the two-year course. Winter term.*

5. *Methods in Geography.* A study of materials to be presented in the different grades, with reasons for their selection and methods of presentation. Illustrative lessons will be given before the class, from time to time, by critic teachers in the model school. *Required in the four-year course. Winter term.*

6. *Elementary Geology.* *Elective in both courses. Fall term.*

7. *Geography of Europe.* Requisites: Courses 1 and 2 or 3 and 4. *Elective in both courses. Winter term.*

8. *Commercial Geography*. Requisites: Courses 1 and 2 or 3 and 4. *Elective in both courses. Spring term.*

9. *Geography of Asia and Australia*. Courses 8 and 9 alternate. Course 9 will be offered in 1913. *Elective. Spring term.*

PHYSICAL SCIENCES

Physics

One year's work in physics is offered. This subject is required throughout the third year of the four-year course, and may be elected in either year of the two-year course. Students electing it must have completed elementary algebra and plane geometry.

Two double periods a week are devoted to laboratory work. About forty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat, is best adapted to a one-year course in the laboratory and of such fundamental value in the study of physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time.

Three periods a week are given to recitations based upon the laboratory work and the text book, to the demonstration by the teacher with simple experiments of physical principles, and to the ap-

plications of these principles in numerous problems.

Though the value of formulæ as brief and concise statements of laws is emphasized, students are required to give a logical analysis of each problem and no mere substitution of values in a formula is accepted. It is believed that such a process is mechanical and not conducive to mental activity or power.

Chemistry

One year's work in general inorganic chemistry is offered as an elective in both the four-year and two-year courses. The work consists of two laboratory periods of double length and of two recitations each week throughout the year.

The greater part of the time is given to the study of non-metals because of their peculiar value in the development of chemical theory.

About two months is given to the study of the metals and some attention is given to the matter of solubilities of salts. It is intended that students completing the year's work shall have some skill in manipulation and be ready for the intelligent study of qualitative analysis and other branches of applied chemistry.

In the laboratory the preparation and properties of a number of common elements and compounds are studied, and a number of quantitative experiments, illustrative of chemical law, performed. The laboratory is well equipped.

Many problems in chemical arithmetic are introduced during the year.

BIOLOGICAL SCIENCES

It is by means of these courses that students are brought into contact with organic nature and obtain an insight into the structures, processes,

and environmental relations of living beings. Biological study gives opportunity for accurate and complete observation, for correct interpretation of objects, and for the derivation of inferences, and generalizations. In addition to these methods of thought, the facts and observations are in themselves interesting and important. They aid in establishing a relationship between the student and his organic environment. They form the scientific basis for the understanding of agriculture, sanitation, hygiene, and other economic phases of biology.

The department has an adequate modern equipment for the presentation of these subjects. Microscopes, microscopic slides, physiological apparatus, projection apparatus, and collections of plants and animals make individual laboratory study possible. The school garden and greenhouse afford exotic vegetation forms and the best possible conditions for physiological experimentation.

1. *Botany.* This course presents an introduction to plant life. It deals with the organs and physiological processes of the higher plants. Stress is laid upon the relation between the plant and its environment. Recitations, field and laboratory work. *Required in the first year of the four-year course and elective in the two-year course. Fall and spring terms.*

2. *Botany.* This course is a continuation of Course 1. The structure and life histories of the algæ, fungi, mosses, ferns, and seed plants are considered. Emphasis is laid upon the alternation of generations and the genetic development of the several groups. *Required in the first year of the four-year course and elective in the two-year course. Winter term.*

3. *Hygiene.* Biological aspects of hygiene

and sanitation. Bacteria, algæ, and certain insects will be discussed with reference to personal habits, home and school management, and municipal affairs. Prerequisite: Courses 1 and 2. *Required in the first year of the four-year course and elective in the two-year course. Spring term.*

4. *Zoölogy.* This deals chiefly with life histories, habits, and environments of forms of animal life of particular importance to man, such as birds, insects, and fishes. The work consists principally of laboratory work, field work, and recitations. *Elective in the second year of the four-year course and in the two-year course. Fall and spring terms.*

5. *Zoölogy.* This is chiefly for the purpose of acquainting the pupils with the animal kingdom as a whole. The main groups are taken in order, beginning with the simplest forms and proceeding to the most complex ones. A typical species of each group is considered from a structural, physiological, and ecological standpoint; and the information so obtained is used as a basis for a less detailed study of other representatives of the group. The exercises consist of laboratory work and recitations. *Elective in the second year of the four-year course and in the two-year course. Winter Term.*

6. *Biology.* This course forms the first part of the biological work required of high school graduates. Such topics in the morphology and physiology of the higher plants as will lead to a better understanding of plant life and be helpful in the teaching of nature study are considered. *Required in the first year of the two-year course. Spring term.*

7. *Biology.* Continuation of Course 5. Certain animal types are studied for the purpose

of illustrating some general principles of animal behavior, development, and evolution. *Required in the second year of the two-year course. Fall term.*

8. *Human Physiology.* The tissues and organs of the human body are studied as to their structure, function, hygiene, along with consideration of the important life processes. Comparisons are made between the human body and those of lower animals, thus relating the subject to zoology. The work consists of recitations with some laboratory exercises. *Elective in all courses. Spring term.*

9. *Methods in Nature Study.* The aim of this course is to present the general problems concerning science work in the grades and to familiarize students with important plants and animals and with such exercises with them as can be brought before the children in nature study classes. The work involves reports by students, lectures, field work, and bibliography making. *Required in the third year of the four-year course. Spring term.*

10. *Botany.* A course in ecological botany, involving a study of the plant associations in the vicinity of Charleston, will be given during the fall term of 1912. Courses 1 and 2, or their equivalent, are prerequisite. Lectures, laboratory, and field work. *Elective in all courses. Fall term.*

11. *Botany.* An ecological study of the principal tissues of higher plants. The various tissue systems are taken up in the light of their functions and origin. The modification of tissues through the agency of external factors such as light, heat, moisture, etc., will be studied by means of preparations and experimentation. Prerequisite, Course 10. *Elective in all courses. Winter term.*

12. *Botany*. During the spring of 1913 a special course on the algæ of Charleston and vicinity will be given. Attention will be paid to the methods of collecting, preserving, and identifying algæ. The life histories and ecological relations of selected species will be studied in detail. Individual field work will be required. *Elective in all courses. Spring term.*

DRAWING

The work in drawing stands for certain well-defined ends in the preparation of the teacher.

With our present educational system, the part of the subject which will be of the greatest value to the teacher is not that which he may teach again in his own school, but that which will enable him to draw quickly and correctly from sight, memory, or imagination anything that will add interest or force to his school work; and that which makes for his own æsthetic culture. At the same time the student teacher must be able to teach a rational system of drawing in the school in which he works.

With these ends in view the instruction has been arranged in two parts.

Illustrative Art

For the first, a thorough course in free-hand perspective, including:

1. Study of type from solid and natural forms.

2. Practice in application of principles by (a) drawing at sight from objects; (b) drawing from memory on paper and on the blackboard

3. Problems in perspective or drawing from imagination (a) on paper, time unlimited; (b) on the blackboard, time sketches

4. Elements of light and shade

The second part of the course is not less important than the first, and its practical value to the teacher is no less real, though less easily perceived.

Decorative Art

The culture that comes from the study of beautiful forms of art must be experienced to be appreciated and its value is not, therefore, so evident as that of illustrative art. Nevertheless, the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and the value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world in art.

The Course of Study

The first two terms are taken up with work in black and white, proceeding from a simple outline drawing to a more finished one in light and shade.

Work is done from objects, flowers, fruit and vegetables, type forms, composition, outdoor sketching, pose and casts. The last term is devoted to color work, water colors being the medium, and the idea of drawing in color is given. Pottery, flowers, fruit and vegetables, still life, and outdoor sketching, are the line of work.

The drawing room is well filled with tables, casts, and objects for work.

MANUAL TRAINING

Manual training is required for two terms in the fourth year of the four-year course; it is also elective for three terms in all courses. The wood-

work is required and the weaving and basket-making or the woodwork is elective.

The woodwork includes whittling and bench-work. The technical use of tools is shown in the making of objects which are carefully graded in the order of their difficulty; but considerable choice is given the student as to the articles he wishes to make.

Not only is practical instruction given in these particular branches of handwork, but theoretical instruction as to materials and tools used, and the nature and application of the different exercises. Attention is given to excellence in design that the judgment may be trained to appreciate beauty in form and proportion and the suitability of the article to the end in view.

Classes for observation are conducted through all grades of the Model School.

MUSIC

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing the pupils to well known composers, classical and popular. Recitals are given at which both vocal and instrumental works are interpreted by the instructor. The following programmes have been given:

Beethoven

Liszt

Schubert

Schumann

Grieg and Chopin

German Folk Songs

Elliland by Alexander Von Fielitz
The Queen of the Sea by Hummel
Schiller's Lay of the Bell by Romberg.

During commencement week the children of Model School give an operetta under the direction of the teacher in music. "The Fairy Grotto" by G. M. Stratton, "Hans and Gretel" by Humperdinck and Bohm, "Cinderella" by E. Cuthbert Nunn, "Snow White and the Seven Dwarfs" by George F. Root, and "Princess Chrysanthemum" by C. King Proctor have been given.

LIBRARY SCIENCE

The legislature of the State of Illinois has made provision for school libraries by allowing directors the privilege of purchasing books from school funds remaining after all necessary expenses are paid.

There should be the assurance that those in charge of the schools shall know the value of these libraries and understand their use and administration. In accordance with the need of special preparation for this work, an effort has been made to outline a practical course of instruction in the use, selection, and care of books.

The Course of Study.

1. Selection and ordering of books
2. Accession record
3. Classification
4. Book numbers
5. Cataloguing
6. Shelf department
Mechanical preparation of the books for
the shelves
8. Charging system
9. Reference
10. Binding

11. Repairing

12. Miscellaneous subjects:

- (a) Supplies or library tools
- (b) Handwriting
- (c) Scrap-books
- (d) Agencies
- (e) Traveling libraries
- (f) Children's reading
- (g) Provision made by the State for
creating and maintaining
school libraries; the relation
of libraries to schools
- (h) General rules governing the use
of the library
- (i) Care and use of pictures

THE LIBRARY AND READING ROOM

The library occupies two rooms in the south-west corner of the first floor of the building. It was opened in September, 1899, and has grown steadily until it now contains about 16,000 volumes.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred twenty-five periodicals, including, in addition to those of general interest, many devoted to special subjects. The books for general circulation are kept in the stack room, to which all students of the Normal School and pupils of the seventh, eighth and ninth grades are admitted. For grades lower than the seventh school-room libraries are provided. The library has a dictionary card catalogue and the books are classified according to the Dewey decimal system. There is a large collection of classified pictures for use in all departments. Two trained librarians are in charge, giving necessary aid and instruction to

students in the use of books.

A List of Periodicals

American Geographical Society—Bulletin
American Historical Review
American Homes and Gardens
American Journal of Psychology
American Journal of Science
American Journal of Sociology
American Library Association—Book List
American Library Association—Bulletin
American Magazine
American Mathematical Monthly
American Naturalist
American Political Science Review
American School Board Journal
Astrophysical Journal
Atlantic Monthly
Biological Bulletin
Bird Lore
Blackwood's (*American reprint*)
Book Review Digest
Bookman
Botanical Gazette
Botanisches Centralblatt
Bulletin of Bibliography
Catholic World
Century Magazine
Chicago—Department of Health—**Bulletin**
Classical Journal
Classical Philology
Classical Weekly
Collier's
Country Life in America
Craftsman
Cumulative Book Index
Dial
Drama

Edinburg Review (*American edition*)
Education
Educational Foundations
Educational Review
Educator-Journal
Elementary School Teacher
English Historical Review
Etude
Everybody's Magazine
Forestry Quarterly
Forum
Garden Magazine
Geographical Journal
Government Publications
Guide to Nature
Harper's Monthly Magazine
Harper's Weekly
House Beautiful
Illinois State Historical Library—Journal
Independent
Index to Dates
International Studio
Journal of American History
Journal of Animal Behavior
Journal of Economic Entomology
Journal of Education (*London*)
Journal of Education (*New England*)
Journal of Educational Psychology
Journal of Experimental Zoology
Journal of Geography
Journal of Geology
Journal of Philosophy, Psychology, and Scientific
 Methods
Journal of Political Economy
Journal of the New York Botanical Garden
Ladies' Home Journal
Library Journal
Life

Literary Digest
Littell's Living Age
Little Folks
McClure's Magazine
Manual Training Magazine
Mathematics Teacher
Mind and Body
Modern Philology
Monist
Monthly Evening Sky Map
Nation (*New York*)
National Geographical Magazine
Nature
Nature Study Review
New England Magazine
New Music Review
New Phytologist
North American Review
Open Court
Outing
Outlook
Pan-American Union—Bulletin
Pedagogical Seminary
Photographic Times
Physical Review
Plant World
Poet Lore
Political Science Quarterly
Popular Astronomy
Popular Science Monthly
Public Libraries
Reader's Guide to Periodical Literature
Review of Reviews
Rhodora
St. Nicholas
Saturday Evening Post
School and Home Education
School Bulletin

School Century
School News
School Review
School Science and Mathematics
Science
Scientific American
Scientific American Supplement
Scottish Geographical Magazine
Scribner's Magazine
Speaker
Suburban Life
Survey
Teachers College Record
Torrey Botanical Club—Bulletin
U. S. Bureau of Labor—Bulletin
U. S. Bureau of Statistics—Monthly Summary of
Commerce and Finance
U. S. Experiment Stations—Experiment Station
Record
U. S. Library of Congress—List of State Publica-
tions
U. S. Superintendent of Documents—Monthly
Catalogue
U. S. Weather Bureau—Monthly Weather Review
Westminster Review (*American Edition*)
Wisconsin Library Commission—Bulletin
World To-day
World's Work
Youth's Companion

Newspapers

Charleston Daily Courier
Charleston Daily News
Charleston Daily Plaindealer
Chicago Record Herald, Daily and Sunday
Chicago Tribune, Daily and Sunday
New York Globe
New York Times, Daily and Sunday

St. Louis Globe-Democrat, Daily and Sunday
St. Louis Republic, Daily and Sunday

THE NORMAL SCHOOL BULLETIN

The Normal School Bulletin, a sixteen-page monograph, devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school free of charge. The numbers issued are:

1. A Suggestion for Teaching Shakespeare's Dramas, *by Thomas H. Briggs, Jr., A. B.*
2. Method in Teaching, *by Francis G. Blair, B. S.*
3. The Causal Idea of History, *by Roswell C. McCrea, Ph. D.*
4. Some of the Objects of Studying English Grammar, *by W. M. Evans, Litt. D.*
5. The School Garden, *by Otis W. Caldwell, Ph. D.*
6. Manual Training, *by Caroline A. Forbes.*
7. The School Library, *by Florence M. Beck, B. L. S.*
8. Graphic Arithmetic, *by E. H. Taylor, B. S.*
9. Reading in Grades, *by Katharine Gill.*
10. The Relation of the Home and School, *by Charlotte May Slocum.*
11. Bird Study in the Rural School, *by Thomas L. Hankinson, B.S.*
12. Bird Study in the Rural School (Second edition), *Thomas L. Hankinson, B.S.*
13. Physics in the High School, *by Albert B. Crowe, A. M.*
14. Some Suggestions for the Teaching of Geography in the Grades, *by Annie L. Weller, B.S.*
15. Fourth Year Geography in the Illinois Course of Study—Topic: The Work of Water, *by Clara M. Snell.*
16. English Composition in Secondary

Schools— Topic: Correct English, by *Florence V. Skeffington, A.B.*

17. The Study of Literature in the Upper Grades, by *Isabel McKinney, A. M.*

20. The School Garden, II, by *Otis W. Caldwell, Ph. D.*

23. Some Problems in Education, by *John M. Coulter, Ph. D.*

26. Education and Utility, by *W. C. Bagley, Ph. D.*

29. Eastern Illinois Teachers' Association—Thirteenth Annual Meeting.

30. Reading in the Grades (Second Edition) by *Katharine Gill.*

32. The Annual Invitation Athletic and Oratorical Meet held at the Eastern Illinois State Normal School.

34. Schoolroom Gymnastics and Graded Games, by *Alice M. Christiansen.*

THE SCHOOL GARDEN AND GREENHOUSE

An opportunity is given for seeing the work done by pupils of the Model School in elementary agriculture. Small plots of ground are planted and cared for by the students under the direction of the gardener and the teachers. Connected with the students' garden is a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the method of propagation, crop rotation, and some of the principles of plant breeding.

An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories.

Additional facilities for field observations and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes walk of the biological laboratories.

THE CHRISTIAN ASSOCIATIONS

Both the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

ATHLETICS

All athletic contests in which the school participates are under the control of an athletic association, of which the majority of the men of the school, both students and teachers, are active members.

Students to be eligible to take part in contests with other schools must carry at least twelve periods of work each week and make an average grade of at least seventy per cent.

THE ATHLETIC AND ORATORICAL MEET

The Fourth Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association was held at Charleston on May 11, 1912. The track and field events were held in the athletic field of the Normal School and the oratorical contest in the Assembly Hall.

Prizes were awarded to the winners of each of the athletic events, a gold medal for the first place, a silver medal for the second, and a bronze medal for the third place. In each division of the oratorical contest the winner of first place received a

gold medal; of second place, a silver medal; of third place a bronze medal.

The athletic meet was won by Sullivan with a total of 23 points. Sullivan won the relay race, which did not count for points. Mr Cooper, of Hillsboro, Mr. Pogue, of Sullivan, and Mr. St. of Paris, won 10 points each and tied for the prize for the highest individual score.

In the girls' oratorical contest Miss Ila Monohon, of Greenup, won first place; Miss Mary H. Cory, of Hoopeston, won second place; and Miss Olive Rogers, of Charleston, third place. In the boys' oratorical contest Mr. Benjamin B. Knell, of Hoopeston, won first place; Mr. Edward J. Shurtz, Decatur, second place; and Mr. Donald Glover, of Urbana, third place.

This meet is conducted primarily for the furtherance of clean athletics, clean sport in the high schools of Eastern Illinois, and the proceeds of the meet are used for that purpose.

PHYSICAL EDUCATION FOR WOMEN

The department of Physical Education provides instruction and means for the improvement and preservation of health and the harmonious development of the body. It prepares graduates to introduce practical free gymnastics into their schools, and to exercise intelligent oversight of the physical needs and conditions of school children.

The work requires regular class exercises in the gymnasium during the fall and winter and on the field in the spring. A limited amount of optional work, outside of regular exercise, is permitted under the supervision of the physical instructor.

The physical welfare of the student is made the prime object of attention. It is the purpose of

the department to make a careful physical examination of every student at the beginning of each fall term, at the close of the school year, and at such intervals as seem necessary. This forms the basis of comparison of the student's condition and needs, and determines the character and amount of exercise necessary to overcome marked deficiencies and irregular development. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study and exercise best suited to individual development are given by the special teachers in charge.

Violent exercise will be discouraged, but students will be required to take rational exercise for the proper development of the body and correcting improper postures in standing, sitting, and walking.

Every student in the school, unless excused for special reasons by a physician, will be required to take the work of this department. Each pupil will be expected to have a regular gymnasium suit, which should be obtained at the school in order that suits be uniform both in color and pattern. The cost, including shoes, is about \$5.50.

That the student may obtain a practical knowledge of the theory and practice of teaching gymnastics in its broadest acceptance, for use in his profession, special lecture courses are given covering the history, systems, methods, and educational value of gymnastics and its relation to other branches. Practice teaching in the gymnasium under the direction of the physical instructor is required during the fourth year, that the student may be better enabled to introduce physical training when he enters the general profession of teaching.

COURSE ONE

(a) *Practice*

Regular exercise in the gymnasium. Free developing exercises; Swedish free exercises, facings and marchings; elementary heavy gymnastics, as work on Swedish boom, climbing ropes and stall bars, and vaulting over rope and horse; elementary balance steps; gymnastic games, captain, volley and basket ball, and tennis.

(b) *Theory*

Instruction in hygiene. Careful consideration is given to the various conditions of life, such as air, diet, exercise, sleep, bathing, and occupations that affect the human organism and tend to adapt it to its environment.

COURSE TWO

(a) *Practice*

Free developing exercises; Swedish gymnastics; heavy gymnastics on boom, stall bars, ropes, window ladders, and vaulting on box and horse; gymnastic games, plays, and field sports; balance steps.

(b) *Theory*

Lectures in kinesiology. A knowledge is acquired of the simple anatomical movements of the body and a general analysis is made of the articular and muscular mechanism of gymnastic exercise.

COURSE THREE

(a) *Practice*

Swedish gymnastics; light gymnastics including drills in Indian club swinging; heavy gymnastics on ropes, ladders, vaulting horse, and box, gymnastic games, plays and field sports, including field hockey.

(b) *Theory*

Lectures in gymnastic theory. This is a con-

tinuation of the work in Course Two. Principles governing the making out of gymnastic lessons are studied and the gymnastic day's order is analyzed. The subject of schoolroom gymnastics, together with story-plays and games, is considered; also the grading of gymnastic exercise.

COURSE FOUR

(a) *Practice*

Advanced Swedish gymnastics; advanced drill in Indian club swinging; instruction in advanced heavy apparatus work; athletics for women; including running, jumping, and throwing the basket ball, field sports and out-of-door games; aesthetic gymnastics.

(b) *Theory*

Lectures on the subject of the history and literature of Physical Education. It is the purpose of this course to give the student a general idea of the origin of physical education, its rise and development as a science, and to acquaint him with the characteristics of the various forms of physical exercise during the ancient, mediaeval, and modern historic periods.

Practice teaching is conducted in the gymnasium, each student in turn teaching a section of the class, general criticisms being made by the physical instructor and pupil critics. Students are expected to present written criticisms of each gymnastic lesson taught by a fellow student, these being read and discussed later in the class for the benefit of fellow members.

MODEL SCHOOL

Physical education in its broadest sense includes, not only the cultivation of certain muscular exercises and technical dexterities, but the conservation of all those agencies influencing

every mental and nervous faculty the harmonious action of which we call health.

It is the development, by use, of the motor powers of the body for the sake of health and serves as the basis for the cultivation of higher mental and moral faculties. The aim is health and education, strength of body, strength of mind, strength of soul, the perfect harmony of mind and body.

With the knowledge that it is the function of education to train the growing individual for usefulness in life and that the capacity for usefulness is largely determined by physical health, the value of gymnastics as taught in public schools today is easily understood.

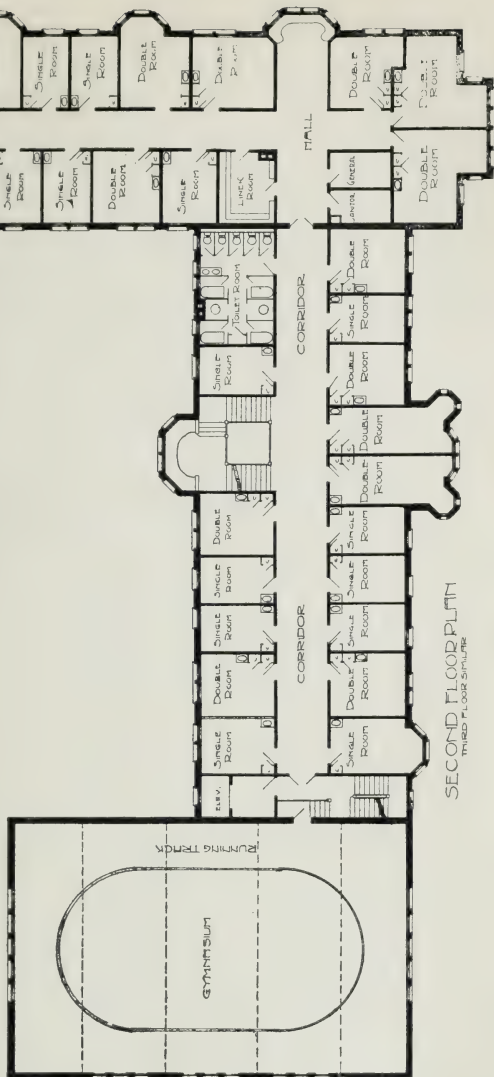
The work in the Model School provides instruction in gymnastics in the school room and gymnasium by the physical instructor once a week, the critic teachers conducting outlined lessons in the school room two or three days during the week, time depending on the grade.

In the lower grades formal gymnastic work is used but little, muscular activity being gained through educational play. To the child play is the real world and in early childhood cannot be overdone. Free play exercises muscles, improves circulation, stimulates digestion and glandular activity, and is necessary for the growth of the child. Stories adaptable to surroundings are repeated to the children, the themes and actions being executed by the pupils. The child is unconscious of the energy expended, but is developing mental and physical powers in a pleasing manner.

In the grammar grades the work is more formal, Swedish free exercises being used in combination with games and plays. In the latter, we develop imagination, imitation, observation, har-



DORMITORY BUILDING
FOR THE
EASTERN ILL. STATE NORMAL SCHOOL
AT CHARLESTON, ILLINOIS.
W. CARBYS ZIMMERMAN
STATE ARCHITECT
CHICAGO.



SECOND FLOOR PLAN
THIRD FLOOR SIMILAR

mony, unselfishness, honor, and self control, all of which can be guided so as to become a powerful factor in education, moral, physical, and mental. Marching drills and reigens are also used, as well as balance steps for the training of the power of co-ordination, also for the development of grace and poise. In the spring the work is conducted out-of-doors, boys of the upper grammar grades receiving instruction in track athletics, the girls playing basket ball and field games.

PHYSICAL EDUCATION FOR MEN

COURSE ONE

Regular exercises in the gymnasium. Free developing exercises, marching, apparatus work, and games.

COURSE TWO

Regular exercises in the gymnasium. Advanced work on the horse and parallel bars, advanced steps, and games.

COURSE THREE

Regular exercises in the gymnasium. Advanced work and practice in teaching.

During the spring term the work will be out of doors and will include games and track work.

During the year lectures will be given on hygiene and kinesiology.

WOMAN'S BUILDING

The legislation of 1907 appropriated one hundred thousand dollars for the women's building and gymnasium—the first appropriation for such a purpose ever made in the State of Illinois. A fine stone structure was finished and occupied January fourth, 1909. Nearly all the rooms in the building were taken from the first and the demand

for rooms has already exceeded its capacity. The building has met the fondest hopes of its most ardent advocates, and its value as a social center in the school and in setting good standards of living is already established.

Room including heat and light, with table board and privileges of laundry, is furnished for four dollars a week. Students are not required to furnish anything.

STUDENTS

Graduate Students

Burke, Martha Coral.....	Cloverdale, Indiana
Howe, Verna Emiline.....	Robinson
Long, Ruth.....	Charleston
Stanberry, Hewett.....	Charleston

Saturday Students

Chaffee, Lura Josephine.....	Shelbyville
Clark, Ivy.....	Mattoon
Jenkins, Sarah Camilla.....	Charleston
McDougle, Jesse S.....	Charleston
Rogers, Fred Virgil.....	Mattoon

One-Year Course

Huchison, Jessie Florence.....	Paris
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Second Year of the Two-Year Course

Arterburn, Pauline.....	Kansas
Ash, Adele M.....	East St. Louis
Beall, Ruth Aurelia.....	Paris
Briggs, Stella Ruth.....	Charleston
Burghart, Verna May.....	Covington, Indiana
Doscoska, Anna	Charleston
Endsley, Antha Euphemia.....	Charleston
Gaiser, Lois Margaret.....	Charleston
Gossett, Vera Ople.....	Casey
Haley, Nellie Catherine.....	Arcola
Hedrick, Edna May.....	LeRoy
Jenkins, Alice.....	Charleston
Lindhorst, Frank Atkinson.....	Charleston
Loggins, Edna Kathryn.....	Greenville

Maxwell, Florence Lelia.....	Arcola
Neblick, Mary Edith.....	Ridgefarm
Newell, Emma.....	Oak Park
Patton, Lola.....	Arthur
Robinson, Ruth Love.....	Edwardsville
Root, Gretchen Lane.....	Newman
Rose, Ethel Maye.....	Bement
Smith, Jessie Euphemia.....	Mattoon
Timm, Katherine Elizabeth.....	Arthur
Troutman, Mary Elizabeth.....	Charleston
Troutman, William Chilton.....	Charleston
Waters, Eunice.....	Denver, Colorado
Webster, Essie.....	Nokomis
Willson, Hazel Elizabeth.....	Charleston

First Year of the Two-Year Course

Anderson, Benjamin Franklin.....	Charleston
Anderson, Florence Lorraine.....	Mattoon
Buhrmester, Genevieve.....	Nashville
Childress, Mary Ethelle.....	Postville, Iowa
Clarke, Avagail	Mattoon
Comer, Helen Louise.....	Charleston
Durbin, Clara Faye.....	Charleston
Dwyer, Anna Margaret.....	Charleston
Ewing, Portia Stone.....	Neoga
Foster, Gertrude Elizabeth.....	Oak Park
Franklin, Eleanor May.....	Casey
Girhard, Harrell Raymond.....	Newton
Harvey, Manetta Wright.....	Arcola
Henninger, Ellen Louise.....	Guys
Hidy, Florence Virginia.....	Charleston
Hill, James Edward.....	Mattoon
Hiskey, Dorothy Eva.....	Danville
Hogan, Mary Elizabeth.....	Assumption
Hutchason, Lois Virginia.....	Charleston
Killion, Mabel Grace.....	Mattoon
Kinzel, Zadah Zimmerman.....	Oakland
Lauher, Lillie May.....	Charleston

Malhoit, Irene Emma.....	Assumption
McCarty, William John.....	Charleston
Miller, Edith Marguerite.....	Charleston
Mitchell, Daniel Palmer.....	Loxa
Parrish, Elsie Jane.....	Danville
Patton, Bessie.....	Arthur
Pendergast, Nelle Marie.....	Charleston
Pew, Blanche Agnes.....	Litchfield
Popham, Jessie.....	Charleston
Richardson, Clella Lee.....	Newton
Riggs, Layah Lucille.....	Decatur
Rogers, Alberta Inez.....	Waverly
Shreeve, Elizabeth Hortense.....	Charleston
Smith, Esther Gladys.....	Noble
Spandau, Ruth May.....	Danville
Spencer, Nora Virginia.....	Homer
Springer, Mary Virginia.....	Edwardsville
Story, Savanah.....	Charleston
Strawbridge, Lois Mary.....	Danville
Terry, Edna Fern.....	Charleston
Turnbaugh, Linnie Eveis.....	Madison
Wannamaugher, Elva Lucille.....	Greenville
West, Linnie Minnie.....	Watseka
White, Rena.....	Charleston
Willson, Frances Isabel.....	Neoga
Wilson, Amy Rose.....	Belle Rive

Second Year of the Three-Year Course

Flaherty, Cecil Park.....	Lerna
Pearson, Debbie Lena.....	Allerton
Stock, Hilda Eliza.....	Mascoutah

Fourth Year of the Four-Year Course

Adams, Della Ruth.....	Allendale
Ames, Nellie Blanche.....	Charleston
Anderson, Clara Alice.....	Charleston
Baird, Claire Emma.....	Moweaqua
Blackburn, Nema Eleanor.....	Paris
Connell, Harry Oliver.....	Charleston

Crowe, Elizabeth Drayer.....	Charleston
Dollahan, Martin Leland.....	Lawrenceville
Fleming, Denna Franklin.....	Paris
Furste, Anna Elizabeth.....	Humboldt
Gossett, William Ernest.....	Charleston
Handshy, Ruby Ellen.....	Worden
Hardy, Edith May.....	Waterloo
Harris, Ruby Mildred.....	Coffeen
Jordan, Carrie Mae.....	Charleston
Keefer, Iva Maud.....	Paris
Kime, David Orion.....	Dudley
King, Robert F.....	Charleston
Kisner, Edgar Lynn.....	Bell Air
Logan, Leah Adelaide.....	Arcola
Lovett, Elizabeth Rosett.....	St. James
Maxey, Rosettie.....	Oblong
McDonald, Georgia Helen.....	Lerna
McDougle, May.....	Charleston
Mitchell, Kate.....	Charleston
Newlin, Muriel Hazel.....	Charleston
Phillips, Minnie Alice.....	Sullivan
Pinkstaff, Orra Ford.....	Lawrenceville
Pinkstaff, Ralph Waldo	Lawrenceville
Randolph, Lillie.....	Charleston
Rankin, William Merle.....	Charleston
Rich, Ciney.....	Birds
Robinson, Runie T.....	Charleston
Rosebraugh, Esther May.....	Charleston
Sampson, Homer C.....	Wheeler
Schriner, Dimple Bessie.....	Westfield
Sharp, Mildred.....	Mattoon
Shoot, Lois Mary.....	Charleston
Stitt, Eva Winifred.....	Toledo
Whalen, Mary Mandaina.....	Charleston
Wieland, John Adam.....	Charleston
Wright, Fern Guy.....	Charleston

Third Year of the Four-Year Course

Allison, Worth Arthur.....	Charleston
Barger, Joseph Louis.....	Charleston
Boyer, Brent.....	Ashmore
Boyer, Mamie Ann.....	Newman
Butler, James Grove.....	Charleston
Carney, Mary Josephine.....	Keosauqua, Iowa
Chapman, Bertha Mae.....	Charleston
Chenoweth, Lela Marian.....	Charleston
Cherry, George W.....	Charleston
Corzine, Bruce Herbert.....	Charleston
Crews, Ruth Ann.....	Charleston
Davis, Loxa Edna.....	Charleston
Dorsey, Bessie Ferris.....	Moro
Dowler, Emery Ross.....	Tower Hill
Ewald, Paul George.....	Mt. Carmel
Farrar, Anna Josephine.....	Mattoon
Feagan, Gladys Evelyn.....	Charleston
Frakes, Reba Lenore.....	West Union
Frazier, Arthur Owen.....	Paris
Freeman, Marina Madge.....	Charleston
Fuller, Esther Emelene.....	Charleston
Furness, Mabel Mary.....	Sullivan
Giffin, William Earl.....	Charleston
Goldsmith, Alonzo Fremont.....	Jewett
Hill, Ross.....	Toledo
Hudson, Louise Dorothy.....	Charleston
Hutton, Nina Hazel.....	Charleston
Johnson, Loren L.....	Charleston
Keith, Elden Franklin.....	West York
Kern, Vernon H.....	Gays
Kilgore, Edna Charlotte	Charleston
Kimball, Lula	Westfield
Lanman, Ruth Alice.....	Ashmore
Linder, Kate Ethel.....	North Alton
McCandlish, Fred Raymond.....	Toledo
McDougle, Grace Almira.....	Humboldt
Meeker, Iva Pearl.....	Hazel Dell

Morse, Ora.....	Findlay
Phipps, Harold Samuel.....	Charleston
Pierce, Harriet Fern.....	Sullivan
Prather, Ona Alice.....	Ashmore
Rankin, George Barrington.....	Charleston
Reeder, Maude.....	Humboldt
Reid, Emily Cleda.....	Lancaster
Rodgers, Eugene	Janesville
Schlobohm, Anna Kathrina.....	Findlay
Serviss, Ray Elbert.....	Charleston
Shoemaker, James Wright.....	Charleston
Shrader, Dora.....	Humboldt
Steinmetz, Ferdinand Henry.....	Edwardsville
Stevens, Benny Frank.....	Charleston
Tolly, Ruth.....	Charleston
Twigg, Helen Rose.....	Brocton
Wilson, Summer Garland.....	Charleston
Wiman, Raymond Victor.....	Oblong
Wooten, Hazel Odelle.....	Tuscola

Second Year of the Fourth-Year Course

Allen, Zella Osburga.....	Edgewood
Bond, Gertrude Lu.....	Mattoon
Bridges, Maude Edith.....	Arcola
Briggs, Robert Finley.....	Charleston
Brines, Orman Nelson.....	Lancaster
Brokaw, Mary Ruth.....	Charleston
Buchanan, Vera.....	Lawrenceville
Buckner, Dorothy Oral.....	Martinsville
Carter, Thomas Harvey.....	Bruce
Chenoweth, Lola Mitchell.....	Charleston
Clabaugh, Irene.....	Gays
Conrad, John Walter.....	Charleston
Cooper, Herman Lloyd.....	Martinsville
Cottingham, Neal.....	Charleston
Cox, James Leland.....	Charleston
Craft, Myrtle Lou.....	Charleston
Craver, Bernice Creola.....	Mason

Deming, Edith Blanche.....	Atwater
Doty, Flolla Annis.....	Charleston
Duvall, Judith.....	Lerna
Duvall, Kittie.....	Charleston
French, Guy Clifford.....	Golden Gate
Funk, Nina Mae.....	Moriah
Furness, Edna May.....	Sullivan
Gardner, Marie Agnes.....	Charleston
Gillespie, Helen.....	Humboldt
Gilman, Mabel Ellen.....	Mattoon
Ginther, Richard Roberts.....	Charleston
Golladay, Alma Ann.....	Ashmore
Golladay, Grace Marie.....	Ashmore
Gordon, Homer King.....	Charleston
Gossett, Homer Arthur.....	Charleston
Gray, Howard William.....	Charleston
Gubbins, Bert.....	Charleston
Hall, Hazel.....	Charleston
Harrison, Harvey Raymond.....	West Salem
Hart, Frances Elaine.....	Charleston
Hawkins, John Henry.....	Sullivan
Heidelberg, Elsa Emilie.....	Hecker
Helm, Jenness Rebecca.....	Charleston
Hill, Stella Irene.....	Charleston
Hollingsworth, Pearl.....	Paris
Hortenstine, Nathan Cohn.....	Gays
Hubbard, Harlow.....	Jewett
Huber, Iva Clara.....	Charleston
Huber, Ruth Ann.....	Charleston
Hutton, Eugene Harold.....	Charleston
Jenkins, Minnie Irene.....	Charleston
Jenkins, William Franklin.....	Charleston
Johnston, Donald Compton.....	Charleston
Kaufman, Philomena Agnes.....	Newton
Kibler, Virgil C.....	Newton
King, Raymond A.....	Charleston
Lackey, Dorothy Elizabeth.....	Robinson
Law, James Grover.....	Ashmore

Lewis, Bertha Estella.....	Waggoner
Linder, Lucile Mary.....	Charleston
Linder, Naomi Hope.....	North Alton
Love, Juneta, Grace.....	Charleston
McAlister, Zella Irene.....	Rardin
McDougle, Della.....	Charleston
McDougle, Nelle.....	Humboldt
McIntyre, Horace Shinn.....	Charleston
Michael, William Allen.....	Hume
Moffett, Helen Irene.....	Ashmore
Monfort, Warren Henry.....	Charleston
Mundy, Eunice Arminda.....	Mt. Zion
Osborn, Hazel Pearl.....	Hindsboro
Parker, Edwin Lester.....	Mattoon
Patrick, Grace.....	Hazel Dell
Pinkstaff, Harry Martin.....	Pinkstaff
Randolph, Glenn Lake.....	Charleston
Reed, Lorena Marie.....	Charleston
Ricketts, Dorothy Maud.....	Charleston
Robinson, Mary Virginia.....	Charleston
Rodgers, Faye Rhiesta.....	Charleston
Rodgers, Orval Carson.....	Charleston
Rominger, Maurice Franklin.....	Charleston
Schernekau, William John.....	West Salem
Schrodt, Clara Josephine.....	Mt. Carmel
Shaw, Jane Lois.....	West Union
Shortess, Lois F.....	Charleston
Shupe, Vera Grace.....	Mazon
Smith, Myrtle Venis.....	Farina
Streevey, Virena Alberta.....	Litchfield
Thompson, Thomas Alexander.....	Arcola
Tiffany, Lewis Hanford.....	Lawrenceville
Votaw, Rita.....	Mattoon
Wampler, John Palmer.....	Birds
Ward, Amy Lillian.....	Butler
Whalin, Edwin Ansil.....	Rose Hill
Whalin, Oren Leslie.....	Rose Hill
White, Bertha Flo.....	Mattoon

White, Forest Ileene.....	Charleston
White, GladysInez....:	Charleston
Wilkinson, Cecil Herbert.....	Mt. Carmel
Wilson, Mary Matilda.....	Charleston
Winkleblack, Ralph Carlis.....	Rardin
Witters, Clara Etta.....	Sullivan
Yost, Merle Dorse.....	Dundas

First Year of the Four-Year Course

Albright, Dorothy Mabel.....	Olmsted
Alexander, Virgie Helen.....	Charleston
Alfred, Okel Ruth.....	Mattoon
Allen, Tobitha Katherine.....	Carmi
Allison, Irma Marie.....	Alvin
Allison, John Clifton.....	Charleston
Anderson, Irene Marie.....	Charleston
Anderson, Julian Piper.....	Charleston
Andres, Minnie May.....	Humboldt
Ashworth, Saidie Belva.....	Mattoon
Ashworth, William Harry.....	Mattoon
Austin, Sylvester.....	Norris City
Babbs, Vivian Cleora.....	Charleston
Bails, Ernest Roscoe.....	Charleston
Baker, Charles William.....	Charleston
Balch, Nellie Allison.....	Lerna
Bartels, Herbert G.....	Dieterich
Bates, Ethel.....	Camargo
Beal, Oscar Elmer.....	Mt. Carmel
Beckett, Treasie Myrtle.....	Assumption
Behrndt, Lena Caroline.....	St. Peter
Bennett, Ocie Grace.....	Charleston
Bennett, Ollin Virgil.....	Marshall
Berry, Lottie Corteen.....	Olney
Black, Margaret Anne.....	St. Francisville
Blevins, Minnie Ethel.....	Sorento
Bowlby, Gertrude Lillian.....	Olney
Braden, Edna V.....	Dudley
Brashear, John Herbart.....	Pinkstaff

Brian, Leslie Elsworth.....	Pinkstaff
Brockmeier, George Henry.....	Okawville
Brown, Helen Alice.....	Ashmore
Bundy, Bertha.....	Kinmundy
Bunn, Arley Earl.....	Olney
Burghart, Lona Margaret.....	Covington
Burris, George Washington.....	Waggoner
Cantwell, Lee Roy.....	West Salem
Chiddix, John Cecil.....	Palestine
Childress, Belva Forrest.....	Mattoon
Clem, Edna.....	Paris
Clem, Ethel.....	Paris
Cline, Herschel Herman.....	Walnut Prairie
Coale, Cecil Elsworth.....	Bellmont
Cockelreas, Mary C.....	Irving
Cook, Gordon August.....	Charleston
Corzine, Bernice Martha.....	Charleston
Coulter, Della Maud.....	Flat Rock
Coulter, Grace Edna.....	Flat Rock
Cox, Forest.....	Mt. Carmel
Cramer, Floyd Glen.....	Yale
Cunningham, Lyle Emil.....	Annapolis
Daily, Leslie Loren.....	Humboldt
Dewhirst, Arleigh Numan.....	Browns
Dewhirst, Ione.....	Charleston
Dewhirst, Lawrence Hamilton.....	Noble
Dickerson, Roy.....	West Union
Dillman, Genevart Lenore.....	Yale
Dinkins, Mona Blanche.....	Mattoon
Dodd, Orla Evert.....	Willow Hill
Doty, Flossie Irma.....	Charleston
Doty, Stanley King.....	Charleston
Doty, Tannie Gertrude.....	Charleston
Dougherty, Florence Lillie.....	Fairmount
Drake, Hallie Mae.....	Oblong
Dunn, Ruth Bryant.....	Charleston
Durning, Nina Mae.....	Mt. Zion
Elledge, Ray.....	Paris

Evans, Myra Minerva.....	West York
Eversole, Selma Anna.....	Hindsboro
Faris, Thomas Carroll.....	Lerna
Farmer, Sadie Beatrice.....	Noble
Fasig, Mabel Chloe.....	Charleston
Ford, Robert Clarence.....	Birds
Forsythe, Ethel Laufman.....	Oliver
Fortner, Bertha Cora.....	Windsor
Frazier, Lura Elizabeth.....	Paris
Freeman, Emma Irene.....	Charleston
French Herschel.....	Golden Gate
Gannaway, Mabel Rhoda.....	Gays
Garman, Arthur Lee.....	Litchfield
Geffs, George Stricklett.....	Casey
Geffs, Ida.....	Oblong
Geffs, Ora.....	Oblong
Goodson, Beulah Vera.....	Garrett
Goodson, Redith.....	Garrett
Goodwin, Chester Allen.....	Trilla
Gray, Orley E.....	Noble
Grissom, Estella Harriet.....	Toledo
Grooms, LeRoy Franklin.....	Humboldt
Grossman, Eugene Charles.....	Belleville
Hagerman, Zepha Estrella.....	Stewardson
Hampton, Maurice.....	Charleston
Handy, Lucile.....	Oliver
Hardin, Nannie Winnaford.....	Louisville
Harding, Lloyd.....	West Liberty
Hart, Vern.....	Hornsby
Harvey, Willard Roy.....	Oakland
Hawkins, William.....	Charleston
Helm, Harry Gray.....	Grayville
Helm, Malcolm Boord.....	Grayville
Hildreth, Helen Marygold.....	Mattoon
Hill, Willie Earl.....	Toledo
Homann, William Henry.....	Edwardsville
Huber, Edgar John.....	Charleston
Huckaba, Helen Lula.....	Charleston

Hudson, Katharine.....	Charleston
Hutson, Ethel.....	Marshall
Ingram, Okel.....	Charleston
Jones, Ida Mae.....	Willow Hill
Jones, Lara Etta.....	East Alton
Jones, Ralph.....	Metcalf
Kaufman, Anna Elenora.....	Newton
Kenney, Nelle Eulalia.....	Paris
Kilber, David Franklin.....	Montrose
Kidd, Verner James.....	Waggoner
Kilgore, Helen.....	Charleston
Kitchell, Verna Alice.....	Morrisonville
Lackey, Ollie Lee.....	Robinson
Lauher, Sylvester Albert.....	Charleston
Leach, Harvey Dean.....	Charleston
Lee, Mary Rachel.....	Walnut Prairie
Lee, Ruby Fern.....	Pesotum
Linder, Mary Sefton.....	Charleston
Littlejohn, Vernon.....	Hardinville
Lloyd, Velma Rae.....	Farmersville
Loving, Russell Lowell.....	Charleston
Marshall, Frank Joseph.....	Bloomington
Martin, John Stewart.....	Allenville
Martin, Russell Morgan.....	Charleston
Matheny, Osa Allen.....	Newton
Mattingly, George Francis.....	Newton
May, Eda Marie.....	Charleston
McCallister, Ersie Opal.....	Arcola
McClory, Regis Edmund.....	Trowbridge
McDonald, Coe Delos.....	Golden Gate
McGahey, Margaret.....	Rardin
McKeown, Jennie.....	Lawrenceville
McLain, Zela Pearl.....	Ashmore
McNamee, Martha Elta.....	Glenwillard, Penn.
McPherson, Stacy.....	Donnellson
Merritt, Sadie Pearl.....	Charleston
Miller, Bertie Ethel.....	Westfield
Miller, Herman Otis.....	Lawrenceville

Mills, Janie Ve.....	Bone Gap
Mitchell, Ethel Grace.....	Shobonier
Mitchell, Zelphia Rae.....	Shobonier
Molt, Pearl Gertrude.....	Cisne
Montgomery, Walter Abener.....	Birds
Moore, Nellie Angeline.....	Humboldt
Morgan, Beatrice Bernice.....	Tower Hill
Moxley, Ralph Fred.....	Rosemond
Mumford, Elmer Alfred.....	Casey
Myers, Carrie Leora.....	West Salem
Neisler, Ella Ruth.....	Irving
Neisler, Stella Mabel.....	Irving
Newlin, Hattie C.....	Allenville
Nott, Cecil Harriet.....	Enterprise, Oklahoma
Nott, Helen Beatrice.....	Enterprise, Oklahoma
Peadro, Eva Mae.....	Gays
Perisho, Alma Isabelle.....	Paris
Perkins, Lillian Edith.....	Omaha, Nebraska
Pray, Gladys.....	Pana
Pray, Hardin.....	Pana
Randolph, Chester.....	Lerna
Rennels, Mary.....	Charleston
Richards, Alta Lee.....	Martinsville
Ring, Eli Franklin.....	Noble
Risley, Oliver.....	Mt. Carmel
Russell, Ruby Camilla.....	Alton
Schahrer, Gertie Alfreda.....	Assumption
Seaton, Verne Arthur.....	Casey
Shelby, Faye Connie.....	West Salem
Shroyer, David Mirven.....	Urbana
Simes, Tracy.....	Hindsboro
Skidmore, Ena Marie.....	Newman
Smith, Ernest Clinton.....	Neoga
Smock, Jessie Maudeline.....	Charleston
Sprague, Bertha Matilda.....	Penfield
Stelzriede, Esther Sophia.....	Hoyleton
Stewart, Viola.....	Neoga
Storckman, Glenn Leroy.....	Lancaster

Stratton, Leonard Thomas.....	Casey
Taubeneck, Earl Robert.....	Marshall
Taylor, Nellie.....	Noble
Traylor, Ruth Pauline.....	Coffeen
Turner, Mary Kay.....	Metcalf
Turner, Pauline E.....	Blythedale
Waggoner, Edna Leila.....	Gays
Wampler, Hallie.....	Humboldt
Wampler, Hazel.....	Humboldt
Watt, Nolan Russell.....	Hunt
Weise, Edward.....	Lancaster
Werth, Anna Wilhelmina.....	Sigel
Whalen, George William.....	Charleston
Whalen, Thomas Paul.....	Charleston
Whisennand, William.....	Hardinville
White, Wreatha.....	Janesville
Whitesel, George Joseph.....	Charleston
Williamson, Wynter Wayne.....	Atwater
Willingham, Bernice.....	Arcola
Wood, Raymond Arthur.....	Dieterich
Wright, Glen Weir.....	Charleston
Young, Mary Faye.....	Gays

Summer Term, 1911

Abel, Carrie Frances.....	Rochester
Abshier, Lucy Jane.....	Maunie
Abston, Fay.....	Warrensburg
Adair, Elizabeth.....	Charleston
Adams, Della Ruth.....	Allendale
Adams, Ella May.....	Blackwell
Akeman, Velma Pauline.....	Eaton
Albers, Lena.....	Arthur
Alexander, Gertrude.....	Kansas
Alexander, Nan Stephanie.....	Charleston
Alexander, Winnie Louise.....	Greenville
Allen, Jonathan Driscoll.....	Barnett
Anderson, Clara Alice.....	Charleston
Anderson, Opal Emma.....	Allerton

Anderson, William Earl.....	Barnett
Apple, Florence Rachel.....	Robinson
Apple, Viola Frances.....	Arcola
Applegate, Ellen.....	Redmon
Arbuckle, Hazel.....	Oakland
Arnold, Jessie Lucille.....	Villa Grove
Ashbaugh, Edwin.....	Sumner
Baber, Helen Marie.....	Paris
Bainum, Harriet Owen.....	Olney
Baird, Helen.....	Indianola
Baker, Lola Fay.....	Ridgefarm
Baker, Nelle Beatrice.....	Greenville
Baker, Nellie Esther.....	Martinsville
Bamberger, Frieda Lydia.....	Homer
Bannin, Marjorie Henrica.....	Danville
Barger, Joseph Louis.....	Charleston
Barnes, Callie Irene.....	Charleston
Barr, Lola Grace.....	Paris
Barth, Carrie Frances.....	Chrisman
Batson, Rosa.....	Marshall
Bayer, Josephine.....	Edwardsville
Beals, Myra Stella.....	Toledo
Beatty, Elsie Emily.....	Paris
Beck, Velma Oneida.....	Windsor
Behner, Carrie Etta.....	Marshall
Bell, Etta.....	Paris
Bell, Maude Elizabeth.....	Camargo
Bell, Verna Diana.....	Oakland
Bennett, Etta Laura.....	Barnett
Bennett, Jesse George.....	Barnett
Berry, Hazel Naomi.....	Altamont
Bess, Stanley John.....	Rosamond
Betts, Mary Ethel.....	Arthur
Betts, Rilda.....	Arthur
Bidle, Clara Genevieve.....	Westfield
Bingham, Grace Estella.....	Greenville
Birdzell, Mamie Pearl.....	Neoga
Black, Bertha Mae.....	St. Francisville

Black, Margaret Anne.....	St. Francisville
Blizzard, Florence Irene.....	Greenville
Boley, Hattie Ann.....	Olney
Boley, Mattie Robenia.....	Olney
Boone, Pearl Gladys.....	Donnellson
Boyer, Mamie Ann.....	Newman
Breezely, Tilman.....	Danville
Briggs, Robert Finley.....	Charleston
Briggs, Stella Ruth.....	Charleston
Brown, Maggie Catherine.....	Charleston
Brubaker, John L.....	Riverton
Brumfield, Loren.....	Bellmont
Bruner, Margaret Elma.....	Mattoon
Buckler, Bruce Joseph.....	Metcalf
Bullock, Edith Ray.....	El Paso
Buntain, Edna Mae.....	Scotland
Burghart, Verna May.....	Covington, Indiana
Burnside, Ira Andrew.....	Newton
Burtner, Ethel.....	Allerton
Burton, Clara Belle.....	Nokomis
Butcher, Lourissia.....	Tuscola
Butler, James Grove.....	Charleston
Buxton, Raymond Stewart.....	West Salem
Cadle, Chester Junius.....	Charleston
Calet, Blanche Rachel.....	Pana
Cameron, Crissy.....	Moweaqua
Campbell, Maggie.....	McLeansboro
Cannon, Lester Cloyd.....	Tower Hill
Capps, Beulah Alberta.....	Neoga
Carney, Anna Maude.....	Pana
Carney, Mary Josephine.....	Keosauqua, Iowa
Cary, Katherine Lee.....	Greenville
Chamberlin, Frank.....	Gays
Chapman, Lawrence.....	Martinsville
Chase, Ruth Noami.....	Charleston
Cheney, Celia Imo.....	Sidell
Cheney, Treva.....	Sidell
Cherry, George W.....	Charleston

Chisholm, Ruth Marie.....	Butler
Chronic, George Earl.....	Charleston
Cisney, Anna Ethel.....	Pana
Clark, Nancy Annis.....	Dalton City
Clem, Rose Etta.....	Assumption
Clements, Mary Pearl.....	Muncie
Clodfelter, Clara Edith.....	West Salem
Celson, Etta May.....	Fairland
Conrad, Laura Amelia.....	Altamont
Cook, Ruth Ella.....	Georgetown
Cossell, Susan.....	Charleston
Cox, Mary Lena.....	Trowbridge
Craig, Nellie Hayle.....	Oakwood
Craver, Bernice Creola.....	Mason
Cross, Iva Odessa.....	Boody
Crowe, Elizabeth Drayer.....	Charleston
Crowley, Bertha Mary.....	Newton
Crowley, Clara Arne.....	Newton
Crunelle, Irene Ruth.....	Pana
Cunningham, Irma.....	Mattoon
Curran, Mayme.....	Raymond
Curry, Benjamin Rush.....	Greenville
Curtin, Frank.....	Taylorville
Curtis, Bernice Maye.....	Gays
Dale, Una Ariel.....	Danville
Davis, John Martin.....	Beecher City
Dawson, Mary Blanche.....	Cooks Mills
Dearing, Elsie Nellie.....	Oakwood
Dermody, Edna Clare.....	Flora
Dewhirst, Lucile.....	Noble
Dick, Lillie Mae.....	Paris
Diel, James Emmanuell.....	Noble
Dodd, Opal Sarah.....	Martinsville
Donovan, Margaret.....	Assumption
Doscoska, Anna.....	Charleston
Doty, Ethel May.....	Charleston
Doty, Hazel Dell.....	Charleston
Dougherty, Florence Lillie.....	Fairmount

Dougherty, Stella Blanche	Fairmount
Douglas, Mary Ellen.....	Mt. Carmel
Dowler, Emery Ross.....	Tower Hill
Downard, Clay.....	Bement
Downey, Anna Beatrice.....	Martinsville
Draper, Florence Cassina.....	Chrisman
Driskell, Jess.....	Paris
Driskell, Lola May.....	Mattoon
Driver, Blanche A.....	Sidney
Drury, Lillian Lucille.....	Newton
Ducommun, Glen Gertrude.....	Oblong
Dunkel, Luella Alice.....	Pana
Durbin, Leona Ethel.....	Taylorville
Durfee, Eleanor Frances.....	Waterloo
Durning, Nina Mae.....	Mt. Zion
Dush, Charlotte Lucretia.....	Cowden
Dwyer, Katherine.....	Charleston
Eagan, Fannie Killie.....	Kinmundy
Eagler, Benjamin Harrison.....	Hume
Earnhart, William Henry.....	Flat Rock
Eckersley, Sadie J.....	Wellington
Eckhoff, Amelia Caroline.....	Barnett
Edwards, Ruth Pearle.....	Tuscola
Elliott, Evelene.....	Olney
Elliott, Grace Verba.....	Farmersville
Emrich, Marion Pearl.....	Casey
Eubank, Rachel Bessie.....	Robinson
Ewing, Jessie May.....	Paris
Ewing, Mary Elizabeth.....	Paris
Faris, Susie.....	Lerna
Farmer, Alta Maye.....	Findlay
Farris, Mabel May.....	Metcalf
Feltman, Irene May.....	Robinson
Ferguson, Lotty Valera.....	Etna
Ferril, Frances Ferne.....	Farina
Ferris, Marion Raymond.....	Danville
Fisher, Mary Esther.....	Nokomis
Foley, William Franklin.....	Paris

Foltz, Earl E.....	Wheeler
Forcum, Ethel Mae.....	Allerton
Fortney, Bonnie Pearl.....	Casey
Frazier, Bessie Edith.....	Montrose
Freeland, Olive Grace.....	Hillsboro
Freeman, Marina Madge.....	Charleston
Freese, William Jacob.....	Ogden
Frost, Maragaret Leota.....	Charleston
Frost, Sallie Ethel.....	Noble
Fulwider, Artha.....	Tuscola
Funk, Haven Ray.....	Millersville
Gallatin, Lela Nora.....	Martinsivlle
Gambill, Artie Belle.....	Tamalco
Gamper, Cleda Ferne.....	West Salem
Garrett, Everett Ernest.....	Neoga
Garvin, Mary Ann.....	Paris
Gates, Alma Marie.....	Shelbyville
Gibson, Annie Laurie.....	McLeansboro
Gibson, Ethel Lynch.....	Newman
Gibson, Harriet Davis.....	Ferris
Gilbert, Gladys Grace.....	Oakland
Gilbert, Pearl.....	Armstrong
Gilchrist, Edith Lanna....	Morganfield, Kentucky
Gilkison, Jessie Caroline.....	Mt. Carmel
Gilmore, Hervorte Leonidas.....	Hindsboro
Girhard, Harrell Raymond.....	Newton
Goldsmith, Alonzo Fremont.....	Jewett
Golladay, Alma Ann.....	Ashmore
Golladay, Grace Marie.....	Ashmore
Goode, Minnie.....	Windsor
Goodwin, Viva May.....	Decatur
Graham, Charles Warren.....	Marshall
Graham, Ruby.....	Etna
Grant, Frances C.....	Charleston
Grant, Sophia Agnes.....	Charleston
Gray, Zetta Pearl.....	Neoga
Greathouse, Thurman Allen.....	West Salem
Green, Edith Myrtle.....	Newman

Green, Helen Margaret.....	Paris
Grindol, Leila Alice.....	Outten
Grissom, Ilo.....	Arthur
Grotefendt, Kathryn.....	Marine
Grotts, Fred.....	Raymond
Grubbs, Franklin Austin.....	Charleston
Gunn, Julia Pauline.....	Raymond
Gurtner, Flora Beatrice.....	Brownstown
Hall, Nannie Margaret.....	Ridgway
Hallock, Willmetta.....	Charleston
Hamm, B. Homer.....	Scotland
Hanks, Mina Elizabeth.....	Martinsville
Hannon, John Joseph.....	Farmersville
Hansen, Mary Dorothea.....	Allerton
Harbert, Hattie Luvonia.....	Olney
Hardin, Samuel Louis.....	Charleston
Harrington, Julia A.....	Humboldt
Harrington, Norah Frances.....	Arcola
Hartman, Lilius Fay.....	Casey
Haskins, Mittie Quinn.....	Grape Creek
Hathaway, Sara Avesta.....	Ridgefarm
Haycroft, Bessie Ellen.....	Plainview
Hayes, Dollie May.....	Hidalgo
Haynes, Woods Mitchell.....	Mattoon
Henderson, Flossa Fern.....	Chrisman
Hicks, Raymond Leslie.....	Newton
Highsmith, George William.....	Mt. Vernon
Hight, Mary Delle.....	Casey
Hill, Gertrude Mabel.....	Oakland
Hills, Lily.....	Martinsville
Hinckley, Henry Benjamin.....	Mt. Vernon
Hines, Margaret Cecelia.....	Moweaqua
Hobbs, Esther Ellen.....	Clinton
Hodges, Goldia Gertrude.....	Ridgefarm
Hoffman, Mary Margery.....	Hagarstown
Horton, Zola.....	Albion
Housh, Jessie Varde.....	Moweaqua
Huber, Ruth Ann.....	Charleston

Hull, Ada Ethel.....	Casey
Hull, Myrta Vivian.....	Casey
Hunt, Bertha.....	Rose Hill
Hunter, Christie Luella.....	Pesotum
Hurst, Ethel Rebecca.....	Marshall
Husted, Ruth Claudine.....	Martinsville
Ingling, Mary Inez.....	Iola
Ireland, Deniese Angeline.....	Vandalia
Isenburg, Samuel L.....	Newton
James, Della Vivian.....	Newton
Jenkins, Charles Burnap.....	Charleston
Jenkins, Hubert Johnston.....	Charleston
Jenkins, Mabel Elizabeth.....	Willow Hill
Jenkins, William Franklin.....	Charleston
Jennings, Maude Boggess.....	Catlin
Johnson, Fairy Oma.....	Marshall
Johnson, Ida Cody.....	Charleston
Johnson, Mary Elsie.....	Horace
Johnson, Maude Loudusky.....	Trimble
Jones, Carrie Elizabeth.....	East Alton
Jones, Edith Bains.....	Arcola
Jones, Leona Mae.....	Danville
Jones, Lida Frances.....	Newman
Jones, Madge Surrell.....	Newman
Jordan, Blanche Frances.....	Harvel
Kane, Nellie Jane.....	Champaign
Kasserman, Frederic Doty.....	Newton
Kaufmann, Gertrude Mary.....	Newton
Kaufmann, Julia Mary.....	Newton
Keefer, Grace.....	Paris
Keeper, Mertie Mae.....	Hillsboro
Keifer, Lydia Katherine.....	Marshall
Keith, Sylvia.....	Martinsville
Keller, Frances Josephine.....	Mattoon
Kelly, Edith Mae.....	Nokomis
Kelly, Ruth.....	Martinsville
Kenney, Anna Marie.....	Paris
Kenney, Nelle.....	Paris

Kibler, Ima Blanche.....	Wheeler
Kilgore, Edna Charlotte.....	Charleston
Killie, Evelyn Hope.....	Kinmundy
Kimmel, Levett.....	Chauncey
Kinison, Charles Richard.....	Mt. Vernon
Kirkham, Otis Emery.....	Newton
Kizer, Alma Gertrude.....	Niantic
Klamm, Ida.....	Taylorville
Klamm, Louise.....	Taylorville
Knapp, Bertha Jean.....	Hindsboro
Knight, Freda Fae.....	Kansas
Koelmel, Louise Isabelle.....	Blue Mound
Koontz, Jennie Elizabeth.....	Stewardson
Kruse, Marie.....	Tuscola
Lackey, Dorothy Elizabeth.....	Robinson
Lacy, Edith Pearl.....	West York
Lahey, Anna Rose.....	Mattoon
Lambird, Fanny Margaret.....	Newton
Landes, Ruth Kathryn.....	Oakland
Landis, Mary Gertrude.....	Hoopeston
Lane, Herbert Lester.....	Ashmore
Latimer, Mary Mildred.....	Neoga
Law, Mignon Maude.....	Vandalia
Lawrence, Bessie.....	Pawnee
Leamon, Nellie V.....	Advance
Lease, Alpha Wesney.....	Garrett
Lee, Charles Franklin.....	Mt. Vernon
Lee, Flossie Elaine.....	Casey
Legru, Flora Joan.....	Pana
Lehman, Katherine Lorena.....	Sullivan
Leigh, Bessie Octavia.....	Taylorville
Leitch, Sarah A.....	Charleston
Lester, Frances.....	Oblong
Lilly, Harry.....	Beeched City
Little, Edna Belle.....	Sullivan
Littlejohn, Vernon.....	Hardinville
Littler, Carrie Amanda.....	Potomac
Lloyd, Velma Rae.....	Farmersville

Logan, Byrdie Alethea.....	Oakland
Logan, Leah Adelaide.....	Arcola
Long, Charles Ellsworth.....	Charleston
Long, Goldie Mae.....	Atwood
Lyman, Gertrude.....	Danville
Lynes, Mamie Caryl.....	Toledo
MacGilligan, Stanley.....	Shelbyville
Madison, Martha Chryste.....	Clifton
Malcolm, Sophia Greer.....	Westfield
Manley, Katherine Cecilia.....	Paris
Maples, Ira Franklin.....	Newton
Markman, Alice.....	Oblong
Martin, Nellie Rebecca.....	Green Valley
Martin, Zella Gertrude.....	Outten
Matthews, Blanche.....	Smithboro
Mattingly, Bert.....	Newton
Mattingly, Loretta Mae.....	Champaign
Mattox, Laura Edythe.....	Sullivan
Maxey, Rosettie.....	Oblong
Maxham, Helen Jeanette.....	Charleston
Mayhew, Elizabeth Myrtle.....	Lerna
Mayhew, George Constantine.....	Bingham
McBean, Jean.....	Oblong
McCallister, Celesta Austus.....	Arcola
McCallister, Gladys Cleo.....	Arcola
McCartan, Pearl Kathleen.....	Alma
McClain, Beulah M.....	Horace
McCord, Maude Martha.....	Enfield
McCrory, Bertha Elizabeth.....	Charleston
McDaniels, Fae.....	Oakland
McDougale, May.....	Charleston
McElfresh, Winnie Belle.....	Barnett
McEvoy, Bertha Olive.....	Hume
McFadden, Della May.....	Greenup
McFall, Dumas Miller.....	Mattoon
McIlvaine, Myrtle Avanelle.....	Clay City
McKean, Ethel.....	Newton
McKibben, Bessie.....	Bone Gap

McKinley, Lura.....	Newton
McKittrick, Augusta.....	Tower Hill
McKnight, Robert B.....	Oblong
McLaughlin, Mary Cecilia.....	Paris
McMackin, Anna Margaret.....	Salem
McMorris, Bertie Franklin.....	Metcalf
McNary, Roy.....	Marshall
McNeff, Rose Elizabeth.....	Girard
McVey, Dora Blanche.....	Sorento
Menke, Marie Lydia.....	Mattoon
Metheny, Fred.....	Bellair
Miner, Daisy Clyde.....	Charleston
Mitchell, Daniel Palmer.....	Effingham
Mitchell, Kate.....	Charleston
Molloy, Mabel Elizabeth.....	Sorento
Moloney, Adella.....	Mattoon
Money, Shirley.....	Newton
Montague, Nora.....	Wheeler
Montgomery, Sallie Ann.....	Noble
Moore, Charles Erwin.....	Maunie
Moore, Gertie May.....	Cowden
Moore, Winifred Ethel.....	Olney
Morris, Sarah Carter.....	Hammond
Morrow, Mary Bernice.....	Danville
Morse, Ora.....	Findlay
Mundy, Ezra Guy.....	Mt. Carmel
Murphy, Lena Pearl.....	Casey
Murray, Lena Faye.....	Taylorville
Nagle, Mayne Margaret.....	Taylorville
Nalley, Ethel Amanda.....	Yale
Naumer, Lora Irene.....	Altamont
Neal, Claribel.....	Noble
Neisler, Stella Mabel.....	Irving
Newlin, Muriel Hazel.....	Charleston
Newport, Mary Neva.....	Barnett
Noble, Cedric.....	Mattoon
Norton, Attaway.....	Evansville, Indiana
Norvell, Muriel Belle.....	Butler

O'Connor, Rena L.....	Pana
O'Day, Geneva Marie.....	Trilla
O'Neil, Elizabeth Helen.....	Girard
Orr, Esther.....	Sidell
Orr, Mabel.....	Sidell
Parcel, Flossie Ruth.....	Yale
Parker, Cena.....	Westfield
Parker, Cleta.....	Westfield
Parker, Gussie Virginia.....	Bement
Parker, Ruth.....	Bement
Payne, Edith Esther.....	Mt. Vernon
Payne, Lesie Daily.....	Taylorville
Payton, Lois Amelia.....	Taylorville
Pearson, Debbie Lena.....	Allerton
Pence, Helen Meyer.....	Nashville
Pendergast, Mary H.....	Charleston
Pendleton, Myrtie Irene.....	West York
Perkins, Iva Mae.....	Paris
Peters, Grace Mabel.....	Effingham
Peters, Nelle Mary.....	West Salem
Phillips, Margarette Blanche.....	Hillsdale
Phillips, Mary.....	Danville
Phillips, Nellie.....	Pana
Phipps, Anna Emma.....	Charleston
Phipps, Harold Samuel.....	Charleston
Pierce, Alta M.....	Pana
Polk, Helen Lucile.....	Westfield
Popham, Helen Emma.....	Charleston
Portee, Ora Louise.....	Charleston
Potts, Nelle Olive.....	Lovington
Pray, Gladys.....	Pana
Price, Sadie Irene.....	Findlay
Prust, Cora.....	Walnut Prairie
Ragan, Lucia Faris.....	Neoga
Randolph, Lillie.....	Charleston
Rankin, George Barrington.....	Charleston
Rankin, William Merle.....	Charleston
Real, Gertrude Cleone.....	Noble

Redmon, Nora Belle.....	Oakland
Reedy, Ola May.....	Sullivan
Rennels, Dessie Golden.....	Charleston
Rhodes, Dorothy.....	Taylorville
Richardson, Clella Lee.....	Newton
Richardson, Linnie Kathryn.....	Wayne City
Rider, Goldie Ethel.....	Pana
Riley, Louella Alice.....	Wheeler
Ritchey, Hallie.....	Vandalia
Robards, Ruth Oleva.....	Noble
Robb, Myrtle Arvel.....	Windsor
Roberts, Nellie Pearl.....	Arcola
Robinson, Mary Virginia.....	Charleston
Robinson, Runie T.....	Charleston
Rodgers, Orval Carson.....	Charleston
Rodman, Vivian Ruth.....	Villa Grove
Rogers, Fred Virgil.....	Mattoon
Ross, Leyla Beatrice.....	Charleston
Row, Nellie Jane.....	Windsor
Rule, Ethel Clara.....	Pocahontas
Russell, Julia Irma.....	Altamont
Russell, Kate E.....	Villa Grove
Ryan, Archie John.....	Hammond
St. John, Allie Minnie.....	Toledo
Satterfield, Ida May.....	Clay City
Saxe, Mary	Albion
Schaeffer, Maree.....	Olney
Schoeck, Ella Elizabeth.....	St. Jacob
Schroeder, Eunice Louise.....	Nashville
Scott, Ella Grace.....	Newton
Scott, Fae Delight.....	Blue Mound
Sears, Alta Vista.....	Arthur
See, Irene.....	Kinmundy
Selders, Edythe Wray.....	Dudley
Sexson, Portia Winona.....	Charleston
Sharpe, Mylbra Adolyne.....	Tower Hill
Shipman, Alice.....	Paris
Shumacher, Eula.....	Oakland

Shumacher, Harvilla.....	Oakland
Shumaker, Clara Elizabeth.....	Bible Grove
Silkey, Abner.....	Ogden
Simpson, Jennie Pearl.....	Pana
Simpson, Mildred Doty.....	Mattoon
Sims, Delbert Edward.....	Newton
Sisson, Esther Isabel.....	Ridgefarm
Slack, Effie Waunette.....	Dudley
Slack, Lena Gwendalen.....	Dudley
Smith, Anna Louise.....	Taylorville
Smith Clem.....	Eaton
Smith, Esther Gladys.....	Noble
Smith, Evelyn Irene.....	Assumption
Smith, Lawrence A.....	Moweaqua
Snider, Hazel Mae.....	Charleston
Snively, Gertrude Jennie.....	Robinson
South, Augustus William.....	Hammond
Spang, Ethel Philips.....	Georgetown
Sparks, Gale.....	Rosemond
Sparks, John Woodruf.....	Rosemond
Sperry, Myrtle Lee.....	Greenup
Spicer, Alta W.....	Findlay
Stanberry, Letha Verlee.....	Charleston
Stauder, Helena Josephine.....	Nokomis
Stauder, Lula.....	Nokomis
Steele, Melvin Arnold.....	Beecher City
Steger, Rose.....	Montrose
Stephen, Ben Harrison.....	Martinsville
Stephens, Bessie Marie.....	Taylorville
Stephenson, Lee Ernest.....	Tucola
Stevens, Bertha Clo.....	Donnellson
Stewart, Zelma Frances.....	Olney
Stillwell, Ada Tennessee.....	Martinsville
Stone, Lena.....	Metcalf
Storm, Foster Burl.....	Neoga
Story, Savannah.....	Charleston
Stroud, Frank Dewhurst.....	Altamont
Sturgeon, Enoch Earl.....	Irving

Sullivan, Mayme.....	Charleston
Swain, Bernice Olive.....	Kansas
Swift, Mary Elizabeth.....	Kinmundy
Tate, Ethel.....	Mattoon
Taylor, George Rowland.....	Indianola
Taylor, Maria Julia.....	West Salem
Taylor, Ruthe.....	Arthur
Taylor, Signa Elizabeth.....	West Salem
Tenison, Eda Marie.....	Donnellson
Thomas, Cora Edna.....	East St. Louis
Thomas, Cordia Melvina.....	Assumption
Thompson, Charles D.....	Ridgefarm
Thompson, Enola Grace.....	Flat Rock
Thompson, Ocie M.....	Ridgefarm
Tiffin, Lucile C.....	Hillsboro
Tinker, Charlie Elam.....	Vandalia
Totten, Edith.....	Mattoon
Tucker, Grace.....	Martinsville
Turner, Mary Kay.....	Metcalf
Turner, Norma Grace.....	Hillsboro
Twigg, Esther Ruth.....	Brocton
Tyrrell, Claudia Lenor.....	Ashmore
Uhl, Marie.....	Pana
Vaughan, Agnes Lucille.....	Taylorville
Vaughn, Belva B.....	Sidell
Vaughn, Frances.....	Donnellson
Waddle, Velma.....	Taylorville
Walker, Mary Ethel.....	Mattoon
Walker, Roy.....	Broadlands
Wallace, Helen Marjorie.....	Mt. Carmel
Wallace, Imogene	Decatur
Wallace, Mary Logan.....	Altamont
Wallis, Elsie Coria.....	Honey Bend
Ward, Jessie Ellen.....	Gilman
Warren, Daffodil Besse.....	Farina
Warren, Roxa Anna.....	Arthur
Watson, Florence Elinor.....	Farina
Weakly, Lois Rebecca.....	Decatur

Wempen, Emma Elizabeth.....	Raymond
West, Irma Claire.....	Oakland
Whalen, Mary Mandaina.....	Charleston
Wharton, Maize Ella.....	Atwood
White, Anna Cecilia.....	Ivesdale
White, Callie.....	Oakland
White, Ida Florence.....	Pawnee
White, Pleasant McClellan.....	Vermilion
White, Ruth Olive.....	Pawnee
Whittenburg, Clem Lucile.....	Kinmundy
Widdows, Nellie Lucille.....	Newman
Wieland, John Adam.....	Marshall
Wilkins, Edna Florence.....	Noble
Wilkinson, Cecil Herbert.....	Mt. Carmel
Williams, Albert Adison.....	Maunie
Williams, Alta Agnes.....	Eaton
Williams, Clyde.....	Ridgefarm
Williams, Evelyn Lucile.....	Hume
Williams, Mary Alpha.....	Bogota
Williams, Mary Dearborn.....	Mattoon
Willson, Hazel Elizabeth.....	Charleston
Wilson, Besse Elizabeth.....	Neoga
Wilson, Sylvia Jane.....	Altamont
Winters, Orval C.....	Hutsonville
Wise, Althea Mary.....	Newton
Wood, Mabel Maria.....	Paris
Woodson, Amy.....	Charleston
Woodyard, James B.....	Ashmore
Wooten, Hazel Odelle.....	Tuscola
Wright, Fern Guy.....	Charleston
Wright, Glen Weir.....	Charleston
York, Horace Martin.....	Lerna
Young, Fern Abigail.....	Neoga
Young, Flossye Margaret.....	Girard
Young, Icy Charlotte.....	Arcola
Young, Minnie Luella.....	Neoga
Zeisz, Charles.....	Newman
Zimmerman, Wilmer Raymond.....	Paris

PUPILS IN MODEL SCHOOL

Ninth Grade

Baird, Lynn	Johnston, Sara
Black, Elsa	Kenny, Corinne
Blankenbaker, Zeta	McCrory, Margaret
Boulware, Maryon	Newlin, Blanche
Brown, Helen	Root, Paul
Coyle, Dale	Ryder, Bernice
Crowe, Stanley M.	Ryder, Hal
Dewhirst, Idelle	Shortess, Pauline
Emery, Howard	Stanberry, Letha
Fowser, Earl	Stewart, Nora
Goble, Ivan	Stone, Ruth
Greene, Harold	Watson, Nellie
Hall, Lucy	Wieland, Carl
Harris, Neal	Wiley, Opal
Huckaba, Helen	Wilson, Gladys
Jeffris, Sybil	Winkleblack, Mary

Eighth Grade

Boardman, Lucius	Giffin, Russell
Boulware, Olive	Long, Grace
Carothers, Anna	Lynch, Alberta
Cherry, Elmer	McKenzie, Mabel
Cherry, Ola	McNutt, Elizabeth
Cochran, Edgar	Milburn, Elmer
Cox, Eva	Milburn, Helen
Cox, Mary	Robinson, Clara
Crim, Charles	Scarhet, Mary
Doty, Esther	Scott, Olive
Feagan, Gertrude	Serviss, Robert
Feagan, Margaret	Stewart, Donald
Freeman, Charles	Watson, Verna
Gaiser, Elsie L.	

Seventh Grade

Adair, Charles	Hanley, Flora
Bailey, Ruth	Huber, Martha
Bails, Clifford	King, Agnes
Baker, Glenn	King, Irene
Cone, William	Lee, Edna L.
Cook, Leslie	Lee, Randal E.
Craig, Chloteele	Lee, Ruby
Crowe, Mary	List, Floyd
Davis, Charles	Rosebraugh, Linder
Edman, Glen	Stanberry, Malora
Giffin, Palmer	Walker, Helen
Gordon, Eugene	Wilson, Floyd
Gray, Mildred	Wilson, Paul
Hampton, Roscoe	Worst, Harold

Sixth Grade

Berry, Josephine	McCarthy, Josephine
Blackford, Robert	McGurty, Edward
Byers, Vere	Nehrling, Lucile
Carman, Gage	Root, Merle
Crowe, Edith	Serviss, Trevor
Diemer, Alma	Shanks, Paul
Edman, Virginia	Shoot, Lorraine
Foreman, Harriette	Shoot, Tilford
Lashbrook, Abbie	Talbott, Carlos
Livingston, William	Tremble, Donald
Long, Dorothy	Turner, Stephen
Love, Mildred	

Fifth Grade

Adair, Mary Ellen	Livingston, Rachel
Blanford, Charles	Love, Louis
Byers, Maurine	May, Truman
Cochran, Omar	McCarthy, Marian
Coffman, Cath. Farrell	Millar, Julian
Cone, Mary Elizabeth	Randolph, Blanche
Cook, Raymond	Rutan, Dorothy
Cox, Clifford	Shanks, Muriel

Davis, Gertrude
 Fawley, Richard
 Giffin, Veva
 Lashbrook, Lucile

Stewart, Mary
 Talbott, Lenore
 Watson, Wayne
 Wilson, Fern

Fourth Grade

Anderson, Gray
 Barnes, Vernon
 Bell, Cyril
 Carman, Max
 Chenoweth, Beulah
 Cherry, Clestie
 Hackett, Olive
 Hampton, Marguerite
 Kerans, Josiah

Lashbrook, Maggie
 Lynch, James
 Lynch, Lee
 Miles, Barbara
 Mitchell, Reba
 Nehrling, Dorothy
 Shanks, Rocha
 Stewart, Kate
 Tate, Harriet
 Thomas, Ruth
 Tremble, Florence

Third Grade

Anderson, Audley
 Anderson, Sumner
 Bagley, Madeline
 Bottrell, Zella
 Briggs, Frances
 Briggs, Katherine
 Coffman, William
 Coon, Paul
 Grant, Fern
 Griffith, Marian
 King, Thelma
 Lang, Luther

Lashbrook, Irene
 Livingston, Roy
 Love, Marjorie
 Marshall, Donald
 Popham, Ross
 Shafer, Myrle
 Toops, Jessie
 Tremble, Shirley
 Wilson, Elmer
 Wilson, Goldie

Second Grade

Bailey, Robert
 Carothers, Lorin
 Cossell, Bradford
 Crim, Clarence
 Crowe, Albert
 Davis, Bright
 Gray, Kathryn

Jordan, Lucile
 Lang, Lillie
 Lynch, Margaret
 McCarthy, Katherine
 Mitchell, Pauline
 Prather, Rhoda
 Prewitt, Opal

Heistand, Emily
 Huber, Bennie
 Iknayan, Alfred

Stewart, Clara
 Thomas, Lester
 Toops, Claude
 Walker, Herman

First Grade

Adair, James
 Bailey, Ralph
 Barnes, Vera
 Bell, Geneva
 Blackford, Harold
 Cherry, John
 Cone, Russell
 Craig, Carlos
 Dodds, Wayne
 Fasig, Bernice
 Fawley, Ruth

Feagan, Ruth
 Goble, Denzil
 Grove, Harlod
 Hackett, Dorothy
 List, Miriam
 Livingston, Alfred
 Love, Edwin
 Marshall, Robert
 Mitchell, Anne
 Shafer, Helen
 Stewart, Clara

SUMMARY

	'06-7	'07-8	'08-9	'09-10	'10-11	'11-12
Normal Department	332	397	427	449	484	490
Summer School - -	429	452	504	452	460	584
	<u>761</u>	<u>849</u>	<u>931</u>	<u>901</u>	<u>944</u>	<u>1074</u>
Model School - - -	260	229	228	222	223	219
	<u>1021</u>	<u>1078</u>	<u>1159</u>	<u>1123</u>	<u>1167</u>	<u>1293</u>
Counted Twice - -	58	50	61	55	57	54
	<u>963</u>	<u>1028</u>	<u>1098</u>	<u>1068</u>	<u>1110</u>	<u>1239</u>
Total - - -	963	1028	1098	1068	1110	1239

Bond	Gallatin	Morgan
Champaign	Grundy	Moultrie
Christian	Hamilton	Piatt
Clark	Hancock	Pulaski
Clay	Iroquois	Richland
Coles	Jasper	St. Clair
Cook	Jefferson	Sangamon
Crawford	Lawrence	Shelby
Cumberland	Macon	Tazewell
Douglas	Macoupin	Vermilion
Edgar	Madison	Wabash
Edwards	Marion	Washington
Effingham	McLean	Wayne
Fayette	Monroe	White
	Montgomery	Woodford

OTHER STATES REPRESENTED

Colorado	Kentucky	Oklahoma
Indiana	Missouri	Pennsylvania
Iowa	Nebraska	

GRADUATES

1900

Beeman, Marion N.....	Robinson
Goble, Lloyd.....	Westfield
Koons, Guy J.....	Oakland
Volentine, Bertha.....	New Douglas

1901

Caldwell, William A.....	Neoga
Davis, Martha W.....	Charleston
Doyle, Edna.....	Lerna
Haley, Nelle.....	Arcola
Iles, I. Victor.....	Dudley
Neal, Gertrude.....	Charleston
Scheytt, Clara J.....	Charleston
Shoemaker, Theodora.....	Charleston
Slemmons, Antoinette L.....	Paris
Vail, Frances De C.....	Charleston
White, Millie E.....	Charleston

1902

Carothers, Ida E.....	Mattoon
Edman, Frances.....	Charleston
Fiock, Edward J.....	Olney
Foster, Sylvia S.....	Girard
Gaiser, Katherine.....	Charleston
Harding, Gertrude.....	Charleston
Moore, Florence.....	Charleston
Parks, Laura A.....	Dexter
Riggins, John A.....	Hutton
Shy, Nelle.....	Kansas
Ward, Jennie.....	St. Mary's Indiana
White, Mahala.....	Charleston
Woodson, Elsie.....	Charleston

1903

Balter, Gertrude A.	Charleston
Dougherty, Phillip.....	Charleston
Doyle, Eliza.....	Lerna
Ellison, Grace.....	Mattoon
Farrar, Roscoe.....	Dorans
Ficklin, Mary.....	Charleston
Freeman Ernest.....	Charleston
Gordon, Charles.....	Lawrenceville
Harker, Josephine.....	Peoria
Harrah, Hattie A.....	Charleston
Harris, William.....	Moweaqua
Huston, Myrtle.....	Charleston
Jenkins, Katherine.....	Charleston
Littler, Sherman.....	Potomac
Lumbrick, Arthur.....	Charleston
McDonald, Alice B.....	Charleston
Persons, Zulu.....	Danville
Reeder, John C.....	Humboldt
Shannon, Mary.....	Mattoon
Shoot, Bonnie.....	Charleston
Stewart, Charles.....	Charleston
Wade, William E.....	Redmon
Wallace, Charles.....	Charleston
Wright, Mabel.....	Charleston
Young, Eva N.....	Effingham

1904

Anderson, Ethel.....	Charleston
Bubeck, Charles M.....	Marshall
Bullock, Florence W.....	El Paso
Byers, Bessie B.....	Charleston
Coon, Mary W.....	Charleston
Dewhirst, David M.....	Olney
DeWolfe, John C.....	Pana
DeWolfe, Lucy L.....	Pana
Dorris, Sylvanus A.....	Isabel
Ferguson, Jessie L.....	Charleston

Hagemeyer, Bartlett.....	Butler, Kentucky
Hays, Cecilia M.....	Mattoon
LaRue, Ruth A.....	Etna
Littler, Carrie.....	Potomac
Lycan, Lydia B.....	Kansas
McDonald, Louis L.....	Charleston
Rapp, Martha B.....	Mattoon
Rauch, Arlie B.....	Charleston
Record, Loue.....	Charleston
Sims, Nellie.....	Charleston
Thissell, Bessie I.....	Charleston
Walker, Emma.....	Casey
Waggoner, Alvin.....	Gays
Weatherly, Carrie.....	Paris
Webb, Anna.....	Charleston
Wilson, Ethel V.....	Chrisman

1905

Anderson, Mabel.....	Charleston
Balch, Eva.....	Lerna
Balch, Flora.....	Lerna
Bradley, Irma M.....	Charleston
Brewer, Mary.....	Charleston
Cavins, Henrietta O.....	Mattoon
Chumley, Eugene.....	Owaneco
Cottingham, Carrie E.....	Charleston
Edman, Minnie.....	Charleston
Ferrish, Lewis.....	Charleston
Gannaway, Ethel.....	Charleston
Henderson, Frank.....	Isabel
Hobbs, Anna C.....	Charleston
Honn, Edward F.....	Charleston
Honn, Josephine W.....	Ashmore
Huron, Helen B.....	Charleston
Lee, Jessie E.....	Pesotum
Littler, Nelle M.....	Danville
Maxham, Ula.....	Charleston
McDonald, Elmer M.....	Lerna

Overholser, Nora G.....	Charleston
Phipps, Charles.....	Charleston
Randolph, Edgar D.....	Gays
Shoot, Gertrude T.....	Charleston
Stanberry, Jesse O.....	Greenup
Stark, Cecil.....	Hume
Tohill, Flossie.....	Flat Rock
Tooke, Helen E.....	Charleston
Warman, Hettie M.....	Charleston
Wentz, Roy A.....	Hindsboro

1906

Bainbridge, Albert O.....	Shelbyville
Baker, W. W.....	Charleston
Bishop, Daisy.....	Charleston
Dewolf, Donald J.....	Pana
Dunbar, Christina.....	Sterling
Dwyer, Ellen F.....	Charleston
Earnhart, William H.....	Flat Rock
Evans, Minnie L.....	Charleston
Faris, Mildred.....	Lerna
Fender, Charles W.....	Ashmore
Foote, Luanda.....	Charleston
Freeman, Frances F.....	Charleston
Geddes, Grace.....	Newton
Hackley, Gertrude.....	Mattoon
Harry, Bertha.....	Humboldt
Hashbarger, Clara B.....	Arcola
Kyger, Roy J.....	Danville
Long, Florence E.....	Charleston
McNutt, Wade.....	Ocone
Reat, Ruth.....	Charleston
Sargent, Paul T.....	Charleston
Sargent, St. John.....	Charleston
Williams, Lucia Q.....	Mattoon
Wooll, Jessie.....	Charleston

1907

Barrett, Agnes.....	Mattoon
---------------------	---------

Black, Paul	Greenup
Bradford, Ernest C.	Hindsboro
Bruner, Mabel R.	Mattoon
Clark, Nellie N.	Mattoon
Covey, Jessie B.	Sullivan
Cruzan, Myrtle A.	Mattoon
Dappert, Nora E.	Taylorville
Davis, Lois M.	Charleston
Edman, Eulalie	Charleston
Freeman, Agnes M.	Charleston
Hagan, Warren L.	Windsor
Hamill, Lena	West Union
Harwood, Otto	Janesville
Heil, Sopha E.	Arcola
Holaday, Marguerite	Mattoon
Mabee, Elsie	Charleston
Martin, Jessie C.	Arthur
McGinnis, Marguerite	Alton
McNutt, Mary I.	Springfield
Pumphrey, Hazel A.	Oak Park
Stewart, Bertha B.	Charleston
Stewart, Bessie H.	Metropolis
Travis, Edna C.	Greenville
Wait, Bernice	Greenville
Wallar, Beulah H.	Oak Park
Wright, Helen A.	Charleston

1908

Barringer, Edna	Hillsboro
Bottenfield, Ezra O.	Oblong
Brown, Victor I.	Oblong
Carney, Lydia Z.	Charleston
Crum, Edna B.	Charleston
Cummins, Edna	Rose Hill
Davis, Leonard E.	Charleston
Drayer, Julia A.	Hartford City, Indiana
Finley, Charles W.	Charleston
Gabel Goldie	Greenup

Glassco, Melville.....	Charleston
Hosford, Jean.....	Danville
Hostetler, Ruth.....	Charleston
LaRue, Ella.....	Etna
Lucas, Douglas P.....	Bath
Mabee, Mirtie.....	Charleston
Maris, Florence.....	Tuscola
Maris, J. Claire.....	Tuscola
McCrory, Bertha E.....	Charleston
McKittrick, M. Augusta.....	Tower Hill
Meeker, William R.....	Hazel Dell
Milholland, Arthur L.....	Charleston
Murphy, Bessie.....	Charleston
Orcutt, Emily R.....	Charleston
Price, Edna E.....	Mt. Vernon
Riley, Ruth.....	Lerna
Summers, Mrs. Alice.....	Charleston
Tohill, Louis A.....	Flat Rock
Wiman, Nelle.....	Oblong

1909

Belting, Paul E.....	Charleston
Briggs, Margaret.....	Charleston
Brown, M. Ethel.....	Piqua, Ohio
Bruner, Mary V.....	Mattoon
Buckmaster, Pluma N.....	Charleston
Chamberlain, Frank.....	Gays
Coffman, Beryl L.....	Salem, Indiana
Corzine, Harland W.....	Charleston
Corzine, May I.....	Charleston
Cossairt, Laura G.....	Potomac
Davis, Myrtle A.....	Charleston
Degenhardt, Irene.....	Alton
Dickerson, Jeanette M.....	Curran
Dixon, Frances M.....	Herrick
Feagan, Effie L.....	Charleston
Foreman, Lulu B.....	Charleston
Funkhouser, Fern.....	Mattoon

Funkhouser, Fern.....	Mattoon
Gannaway, Lelia.....	Mattoon
Hanselman, Anna M.....	Piqua, Ohio
Harry, J. Roscoe.....	Humboldt
Heil, Mary E.....	Arcola
Homann, Ferdinand.....	Mattoon
Honn, Jessie M.....	Ashmore
Hostetler, Lida A.....	Charleston
Hostetler, Oliver C.....	Charleston
Howe, Verna.....	Robinson
Huber, Harry L.....	Mattoon
Hume, Chester.....	Danville
Ivy, Torney P.....	Fillmore
McCabe, Edward L.....	Charleston
Orr, Esther.....	Sidell
Phillips, John B.....	Sullivan
Phillips, Oda O.....	Sullivan
Smith, Fred.....	Yale
Tate, Ethel.....	Mattoon
Wamsley, Ruth R.....	Charleston
White, Oshia.....	Charleston
Williams, Ethel.....	Mattoon

1910

Avey, Blanche.....	Le Roy
Bigler, Harry.....	Sigel
Birdzell, William.....	Charleston
Burke, Coral.....	Cloverdale, Indiana
Carman, Ruth.....	Charleston
Connelly, Rae.....	Westfield
Cottingham, Maude.....	Charleston
Davis, Sylva B.....	Charleston
DeWolfe, Mary Estelle.....	Assumption
Driscoll, Irene.....	Charleston
Dwyer, Katherine.....	Charleston
Eck, Lulu E.....	Charleston
Ernst, Jesse E.....	Charleston
Fears, Amanda O.....	Humboldt

Fellows, Mary E.....	Neoga
Freeland, Minnie C.....	Bellair
Givens, Harry.....	Paris
Glassco, Alia N.....	Charleston
Hallock, Willmetta.....	Charleston
Heeb, Evalena.....	Charleston
Hoggard, Goldie D.....	Arthur
Huffman, Jessie T.....	Charleston
King, Ivan W.....	Charleston
Long, Ruth.....	Charleston
Lowry, Edith.....	Westfield
Martin, Patti C.....	Arthur
Mathes, Georgia.....	Charleston
McCrory, Esther.....	Charleston
McDonald, Mary M.....	Charleston
McNutt, Mrs. Lillian.....	Elgin
Miles, Sophia O.....	Charleston
Milholland, Grace E.....	Charleston
Mullins, Helen G.....	Charleston
Munson, Kezia.....	Arcola
Nay, Mabel.....	Kansas
Patton, Mae.....	Arthur
Pendergast, Mary C.....	Charleston
Powell, Zella F.....	Mattoon
Rankin, Cora E.....	Gibson City
Rardin, Bruce.....	Rardin
Riche, Mildred A.....	Nora Springs, Iowa
Schmaelzle, Carl.....	Charleston
Serviss, Gladys.....	Charleston
Snapp, Carl F.....	Findlay
Sullivan, Margaret E.....	Charleston
Tarble, Charles.....	Martinsville
Voris, Katherine.....	Neoga
Watt, Bernice.....	Newton
Welsh, Grover F.....	Paris
Wiman, Anna M.....	Yale
Woodson, Amy L.....	Charleston

Zimmerman, Henry H.....	Effingham
Zimmerman, Percy.....	Charleston
Zimmerman, Robert L.....	Mineral

1911

Archer, Susie Ethelyn.....	Charleston
Ashmore, Lula Belle.....	Charleston
Brayton, Virgul Lucille.....	Charleston
Byers, Helen.....	Charleston
Coffey, Anna Elizabeth.....	Kansas
Faris, Susie.....	Lerna
Galbreath, Annie.....	Ashmore
Gallagher, Margaret Elizabeth.....	Alton
Gilchrist, Edith Lanna.....	Shawneetown
Glassco, Hazel Gertrude.....	Charleston
Gray, Ruth.....	Charleston
Henry, Flossie Ethel.....	Kansas
Hill, Charles.....	Charleston
Hill, Stanley.....	Mattoon
Homann, Fred George.....	Mattoon
Jennings, Alma Irene.....	St. Elmo
Jennings, Walter Wilson.....	St. Elmo
Jones, Vernie Allen.....	Willow Hill
Kelly, Marguerite Agnes.....	Danville
Kibler, Carl M.....	Wheeler
Linder, Lewis S.....	Charleston
Long, Charles Ellsworth.....	Charleston
Maxham, Helen Jeanette.....	Charleston
McKittrick, Cynthia Ann.....	Tower Hill
Newman, Grace.....	Charleston
Parkison, Cora Alice.....	Charleston
Patrick, Ada.....	Decatur
Rennels, Ursa.....	Charleston
Rodecker, Waverly.....	Mulberry Grove
Schlobohm, Lucy Syvilia.....	Findlay
Schriner, Elizabeth Opal.....	Charleston
Sidwell, Eli Roscoe.....	Casey
Stanberry, Hewett Raymond.....	Charleston
Stewart, Alma.....	Ashmore
Taylor, Kathryn Blanche.....	Arthur
Taylor, Ruthe.....	Arthur
Tiffany, Burton Ellsworth.....	Lawrenceville

FORMER MEMBERS OF THE BOARD OF TRUSTEES

	Date of appointment
S. M. Inglis, Springfield.....	ex officio
Joseph H. Freeman, Springfield.....	ex officio
A. J. Barr, Bloomington.....	June 5, 1895
M. P. Rice, Lewistown.....	June 5, 1895
F. M. Youngblood, Carbondale.....	June 5, 1895
M. J. Walsh, East St. Louis.....	June 5, 1895
Calvin L. Pleasants, El Paso.....	June 5, 1895
H. A. Neal, Charleston.....	April 14, 1897
L. P. Wolf, Peoria.....	April 14, 1897
A. H. Jones, Robinson.....	April 14, 1897
W. H. Hainline, Macomb.....	April 14, 1897
F. M. Youngblood, Carbondale.....	April 14, 1897
Alfred Bayliss, Springfield.....	ex officio
H. A. Neal, Charleston.....	April 14, 1899
L. P. Wolf, Peoria.....	April 14, 1899
W. L. Kester, Kansas.....	Nov. 6, 1899
W. H. Hainline, Macomb.....	July 25, 1900
Charles H. Austin, Elizabethtown.....	July 25, 1900
H. G. Van Sandt, Montrose.....	June 4, 1901
Clarence H. Oxman, Grayville.....	July 25, 1904

FORMER MEMBERS OF THE FACULTY

S. M. Inglis, President.....	1898
Louis H. Galbreath, Supervisor of Training Department.....	1899
G. W. Smith, School Law and Geog- raphy.....	1899
Luther E. Baird, Assistant in English..	1899-1900
James H. Brownlee, Reading.....	1899-1900
Ellis F. Corwin, Librarian.....	1899-1900
Bertha Hamlin, Critic Teacher in Grammar School.....	1899-1900
Mrs. Louise B. Inglis, History.....	1899-1900
J. Paul Goode, Physics and Geography	1899-1901

Alice B. Cunningham, Critic Teacher in Primary School.....	1899-1901
Frances E. Wetmore, Registrar.....	1890-1903
W. M. Evans, English.....	1899-1904
Edna T. Cook, Critic Teacher in Gram- mar School.....	1899-1904
Charlotte M. Slocum, Critic Teacher in Primary School.....	1899-1905
Henry Johnson, History.....	1899-1906
Francis G. Blair, Supervisor of Train- ing Department.....	1899-1906
Otis W. Caldwell, Biological Sciences.	1899-1907
Edith P. Bennett, Critic Teacher in Grammar School.....	1900-1901
Grace W. Knudsen, Geography.....	1900-1901
Florence M. Beck, Librarian.....	1900-1904
Alice L. Pratt, Critic Teacher in Gram- mar School.....	1900-1904
James A. Dewey, Physics.....	1901-1902
Roswell C. McCrea, History and Civics.	1901-1902
George D. Hubbard, Geography.....	1901-1903
Elizabeth Branch, Assistant Librarian.	1901-1904
Katharine Gill, Reading and Physical Culture.....	1901-1904
Charlotte Kluge, Critic Teacher in Grammar School.....	1901-1904
Eva M. Russell, Assistant in Mathe- matics.....	1901-1905
Clara M. Snell, Critic Teacher in Pri- mary School.....	1901-1906
Thomas H. Briggs, English.....	1901-1911
Elmer I. Shepard, Assistant in Mathe- matics	1902-1903
Thornton Smallwood, Physics and Chemistry.....	1902-1903
Beatrice Pickett, German and History.	1903-1907
Sadie Harmon, Critic Teacher in Grammar School.....	1904

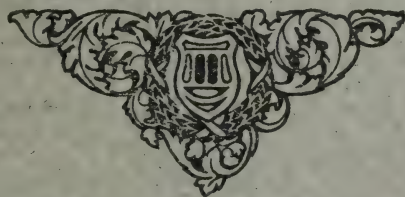
Inez Pierce, Assistant Librarian.....	1904-1905
Edith C. Bailey, Reading.....	1904-1906
Mamie H. O'Neal, Registrar.....	1904-1906
Lorena C. Sidey, Critic Teacher in Grammar School.....	1904-1906
Nettie B. Dickson, Critic Teacher in Grammar School.....	1904-1907
J. C. Brown, Mathematics.....	1904-1911
Elnora J. Richardson, Assistant in Mathematics.....	1905-1906
Margarethe Urdahl, German and His- tory.....	1905-1906
Grace D. Phillips, Assistant Librarian.	1906
L. Lance Burlingame, Assistant in Biology.....	1906
Josie Batcheller Houchens, Assistant Librarian.....	1906
Florence Harrison, Reading.....	1906-1907
Ida E. Carothers, Botany.....	1906-1907
Charlotte Amy Rogers, History in the Grades.....	1907-1908
Amelia Harrington, Critic Teacher in Grammar School.....	1907-1909
Katharine Pfeiffer, Head of Pemberton Hall.....	1908-1909
Lillian E. Ravenscroft, Critic Teacher in Grammar School.....	1909
Estelle Gross, Head of Pemberton Hall.	1909-1910
Grace Williams, Critic Teacher in Grammar School.....	1909-1910
Margaret B. Pumphrey, Critic Teacher in Primary School.....	1910
M. W. Deputy, Supervisor of Training Department.....	1909-1910
Elsie Woodson, History in the Grades.	1909-1911
Genevieve Fisher, Critic Teacher in Grammar School.....	1910-1911
Leonard E. Davis, English and Mathe- matics.....	1911
Clara Miller, Mathematics.....	1911

Illinois
State
Reformatory
Print

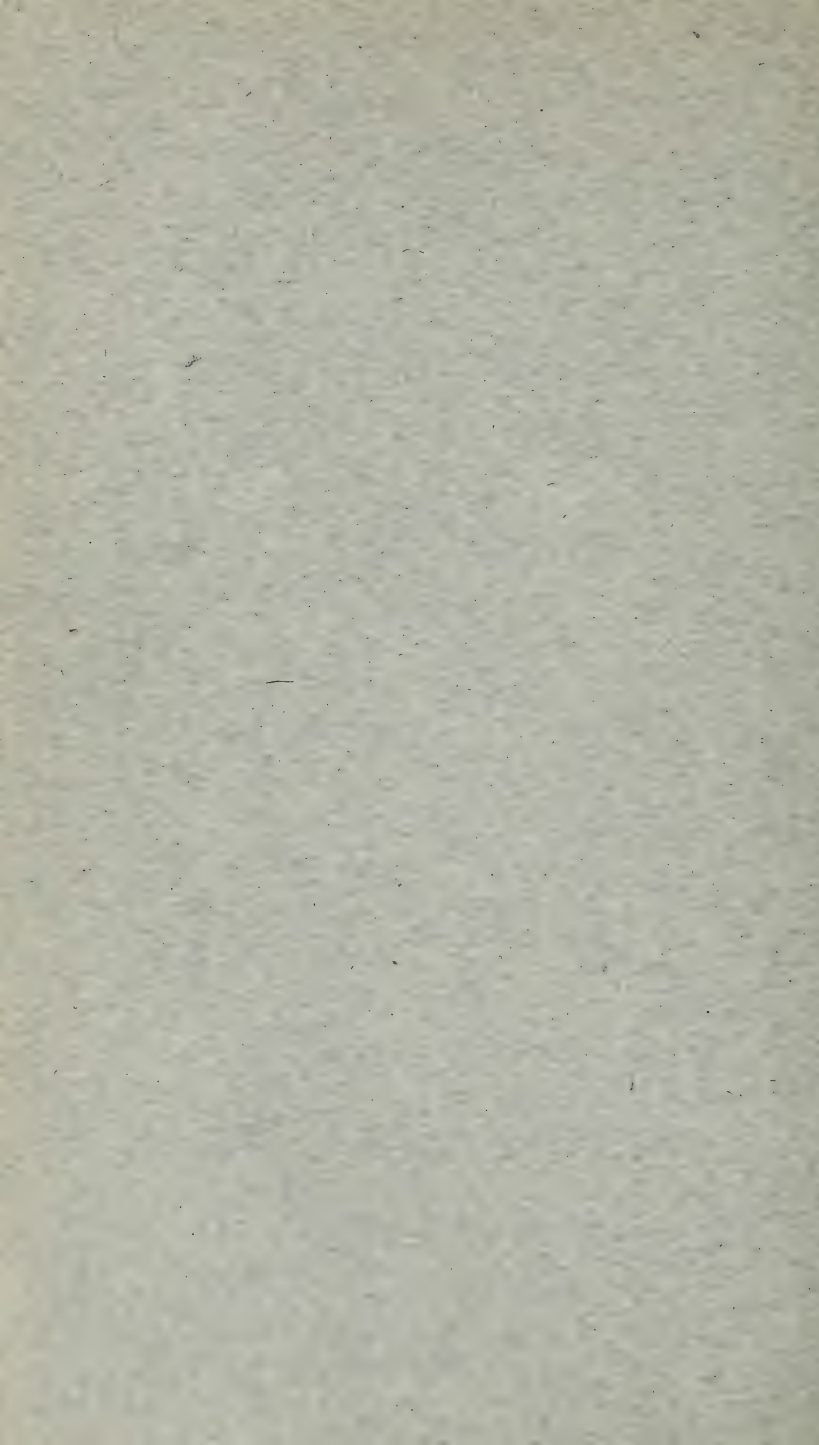
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BULLETIN

EASTERN ILLINOIS
STATE NORMAL
SCHOOL ::: *Charleston*



Annual Catalogue Number
1912-1913





Eastern Illinois
State Normal School
Charleston



A Catalogue for the Fourteenth Year with
Announcements for 1913-1914



NORMAL SCHOOL BULLETIN, No. 40, published quarterly by the Eastern Illinois State Normal School, Charleston, Illinois. ¶ Entered March 5th, 1902, as second-class matter at the postoffice at Charleston, Illinois. ¶ Act of Congress, July 16th, 1894.

THE SCHOOL CALENDAR

1913--1914

FIRST TERM

NINETEEN WEEKS

September 9, 1913, Tuesday *Entrance Examinations and
Classification. C l a s s
Work assigned at 9 A. M.*

*December 19, 12:10 Noon }
December 30, 9:00 A. M. }* *Holiday Recess*

*January 23, 1914, Friday }
12:10 Noon }* *First Term Ends*

SECOND TERM

NINETEEN WEEKS

January 27, 1914, Tuesday *Entrance Examinations and
Classification. C l a s s
Work assigned at 9 A. M.*

*March 20, 12:10 Noon }
March 31, 9:00 A. M. }* *Spring Recess*

June 12, 1914, Friday *Second Term Ends*

SUMMER TERM

1914

SIX WEEKS

June 15, Monday *Classification begins at 9:00
A. M.*

July 24, Friday, 12:10 Noon *Summer Term Ends*

THE BOARD OF TRUSTEES

J. S. Culp, President (Appointed May, 1901)	Bethalto
J. H. Marshall, Secretary (Appointed May, 1901)	Charleston
Hon. Francis G. Blair, Superintendent of Public Instruction (trustee ex-officio)	Springfield
Scott Burgett (Appointed January, 1907)	Newman
B. H. Pinnell (Appointed January, 1907)	Kansas
George H. Jeffries, Treasurer	Charleston

THE FACULTY

LIVINGSTON C. LORD, A. M., *Harvard University*;

LL. D., *University of Illinois*

PRESIDENT

Psychology and School Management

*E. H. TAYLOR, A. M., Ph. D., *Harvard University*

Mathematics

ANNA PIPER

Drawing

FRIEDERICH KOCH

Music

ELLEN A. FORD, A. M., *Syracuse University*

Latin

THOMAS L. HANKINSON, B. S., *Michigan State Agricultural
College; Cornell University*

Biological Sciences

CAROLINE A. FORBES

Manual Training

ANNIE L. WELLER, B. S., *University of Chicago*

Geography

ALBERT B. CROWE, A. M., *Hanover College*

Physics and Chemistry

ISABEL McKINNEY, A. M., *Columbia University*

English

FLORENCE V. SKEFFINGTON, A. B., *University of Chicago*

English

S. E. THOMAS, A. M., *University of Iowa*

History

ANABEL JOHNSON, A. B., *Elmira College*; A. M., *Columbia
University*

German

EDGAR N. TRANSEAU, A. B., *Franklin and Marshall College*;
Ph. D., *University of Michigan*

Biological Sciences

†ALICE M. CHRISTIANSEN

Gymnastics

EVA SOUTHWORTH, B. S., *University of Chicago*

Mathematics

CHARLES P. LANTZ, B. S., *Gettysburg College*

Gymnastics and Mathematics

OLIVE A. SMITH, A. B., *Wellesley College*; A. M., *Columbia University*

History

RAYMOND L. MODESITT, A. M., *Indiana University*

Mathematics

E. E. LEWIS, A. M., *Stanford University*

Supervisor of Training Department

HOWARD DeF. WIDGER, A. B., *Yale University*

Reading

LEONARD E. DAVIS

Grammar and Arithmetic

ROYAL E. DAVIS, A. B., *Ripon College*

Botany

EDITH E. RAGAN

Critic Teacher in Grammar School

OLIVE B. HORNE

Critic Teacher in Grammar School

GILBERTA COFFMAN

Critic Teacher in Grammar School

MELLIE E. BISHOP, B. L., *Swarthmore College*

Critic Teacher in Primary School

ANNA H. MORSE

Critic Teacher in Primary School

OLIVE BUCKS, A. B. *University of Michigan*

History in the Grades

MARY J. BOOTH, A. B., *Beloit College*; B. L. S., *University of Illinois*

Librarian

ETHEL WEST

Assistant Librarian

GRACE EWALT

Registrar

MARY E. HAWKINS

Head of Pemberton Hall

WALTER NEHRLING

Gardener

The names of teachers, with the exception of the critics, are printed in the order of their engagement.

* Leave of Absence, September to August

† Resigned December, 1912

THE REQUISITE

IN EDUCATION, various books and implements are not the great requisites, but a high order of teachers. ¶ In truth a few books do better than many. ¶ The object of education is not so much to give a certain amount of knowledge as to awaken the faculties, and give the pupil the use of his own mind; and one book taught by a man who knows how to accomplish these ends, is worth more than libraries as usually read. ¶ It is not necessary that much should be taught in youth, but that a little should be taught philosophically, profoundly, livingly.

WILLIAM ELLERY CHANNING

THE EASTERN ILLINOIS STATE NORMAL SCHOOL

THE PURPOSE AND PLAN OF THE SCHOOL

The function of the state in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The state is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to extend the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in the State Normal Schools.

HISTORICAL SKETCH

For the purpose of providing more adequate facilities for the training of teachers for the public schools of the state the legislature by an act approved, May 22, 1895, established the Eastern Illinois State Normal School. The five trustees provided for in the act, on September 7, 1895, selected a beautiful forty acre tract of land three-quarters of a mile south of the public square of Charleston. The citizens of Charleston bought the land and presented it to the state. The grounds have a good elevation and are shaded by many fine old trees.

December 2, 1895, the contract was made for the erection of the building. The corner-stone was laid with impressive ceremonies on the afternoon of May 27, 1896. The building and grounds were dedicated August 29, 1899, and on September 12, 1899, the doors of the institution were opened to students.

During the first year, there were seventeen members of the faculty and two hundred forty students were enrolled. At the end of the first year, June, 1900, four students were granted the diploma of the school upon completion of the course of study. The school has grown steadily until there are now thirty-two members of the faculty, and five hundred eleven students are enrolled in the regular school year.

During the summer of 1901, a special term of six weeks was established for teachers. This term, beginning with an enrollment of one hundred seventy-two students, the first summer, has increased in popularity and usefulness until it reached an enrollment of seven hundred forty in 1912.

“In order to equalize the advantages of the State Normal Schools,” encourage attendance and thereby increase their usefulness the state legislature passed the Lindley Bill in 1905. This act provides that “there shall be awarded annually, to each school township or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any State Normal School for a period of four years.”

In 1907, the state legislature appropriated one hundred thousand dollars for a woman's building. This building was completed and occupied in January, 1909. It has proved to be a distinct addition to the cultural value of the school. In addition to providing a beautiful home for one hun-

dred young women during their residence in Charleston, it has had a marked influence in establishing good standards of living, and has come to be the social center of school life.

As the school increased in numbers its facilities gradually became too restricted, and in 1911 the state legislature appropriated seventy-five thousand dollars for a training school building. When the training school moves into its new home in September, 1913, it will enjoy all the advantages of a building designed and equipped for its special use, and the Normal School will have opportunity for a more economical organization and an increase of its facilities.

The school has always stood for sound scholarship and has striven to inculcate in the minds of its students a sincere love for truth. One of the gratifying evidences that it is in a measure fulfilling its mission is the fact that so many of its students have gone on to higher institutions of learning the better to equip themselves for service.

RAILROAD FACILITIES

Charleston can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and south make close connection at Paris. There are twenty passenger trains arriving daily in Charleston—ten on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections can, if they so desire, use the interurban electric line. Charleston is almost the exact center of a great network of roads, two north and two south roads crossing the district east of Charleston—one at Paris and one at Kansas; two

crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north, and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four, either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper, and the southern part of Shelby, reach Charleston from the southwest over the Clover Leaf: those from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west over the Big Four.

EXPENSES

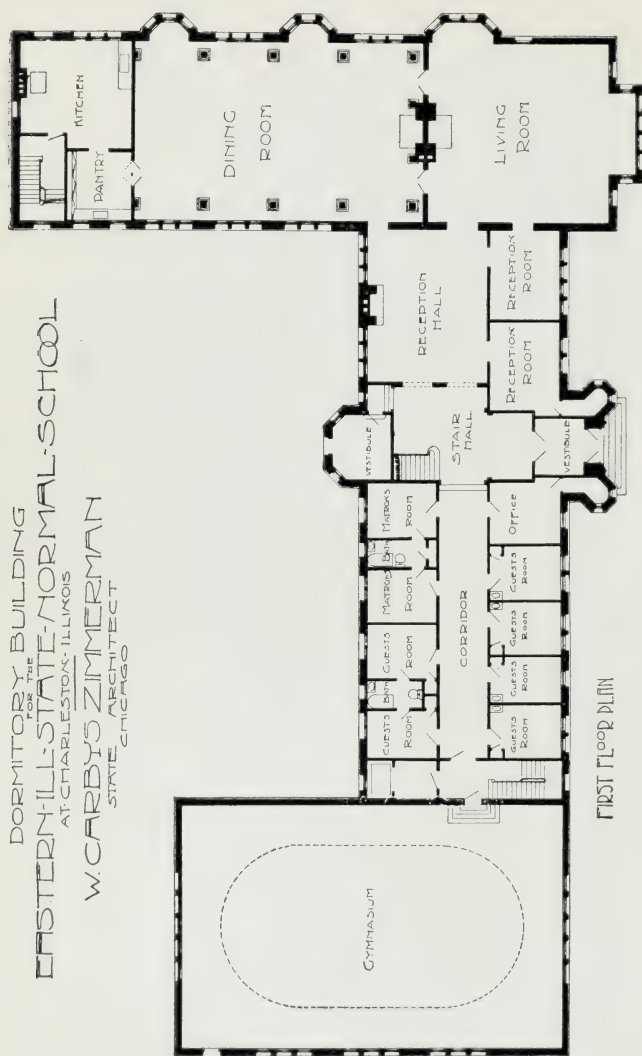
Tuition is free to those who are to teach in the public schools of Illinois. An incidental fee of three dollars a term is required.

Text books are owned by the school and rented to students at a uniform price of one and a half dollars a term. Students wishing to own their own books can buy them at the lowest wholesale prices.

Board and room can be obtained in private families for from three to four dollars a week. Students renting rooms and keeping house can materially reduce the above amounts. Room without board can be obtained for from one to one and a half dollars a week. In all cases the students will consult the president of the school.



DORMITORY BUILDING
FOR THE
EASTERN-ILL-STATE-NORMAL-SCHOOL
AT CHARLESTON, ILLINOIS
W. CARBY'S ZIMMERMAN
STATE ARCHITECT
CHICAGO



FIRST FLOOR PLAN

WOMAN'S BUILDING

The legislature of 1907 appropriated one hundred thousand dollars for the woman's building and gymnasium—the first appropriation for such a purpose ever made in the State of Illinois. A fine stone structure was finished and occupied January 4, 1909. Nearly all the rooms in the building were taken from the first and the demand for rooms now exceeds its capacity. The building has met the fondest hopes of its most ardent advocates, and its value as a social center in the school and in setting good standards of living is already established.

Room, including heat and light, with table board and privileges of laundry, costs four dollars a week. Students are not required to furnish anything.

THE ELEMENTARY SCHOOL

The elementary school will occupy its new building this fall. Eight years of work are offered with a teacher in charge of each grade and a supervisor in charge of the whole school. It is under the complete control of the Normal School authorities. A detailed outline of the course of study will be sent upon application. Manual training, domestic science, and gardening are offered in certain grades; music, drawing, and physical training, in all grades.

An effort is made to unite the best elements of a *model* school with the best elements of a *practice* school. The critic teachers and the special teachers of music, drawing, manual training, and history teach regular classes throughout the year. This teaching not only furnishes model lessons for students to observe, but also keeps the children and their work from suffering, as often results where all the teaching is done by pupil teachers.

The model-practice school is the pedagogical laboratory of the Normal School. This does not mean that it is purely an experimental school. Such conservative experimentation as does not defeat the ends of the school is permitted at opportune times. The model school is the place where the course of study is exemplified, where the theory previously received is put into successful practice, and where the broad knowledge of the specialist and the practical experience and professional insight of the training teacher meet on a common ground. These fortunate relationships keep alive a healthy interest, stimulate work along special lines, and encourage investigation in school management and methods in instruction.

One of the first duties of the model-practice school is to show the subjects of the curriculum in organic unity. The various subjects must be so articulated that they may become a part of the alphabet of one's efficiency. Things should not be placed in the course of study which are going to be dropped and never used hereafter. The efficiency of any subject depends upon its being carried on and on throughout life. The entire course, therefore, is organized with reference to the children who are being educated rather than with reference to the student teachers who are being trained.

General Plan of Training Work

Everything done in a Normal School, whether it be the teaching of subject-matter or of the general method and theory of education, or the so-called practice work in the model school, should promote more or less directly, the *teaching efficiency of its graduates*. It is customary, however, to speak of the actual training work in teaching as beginning with the student's control and instruction of a class in the model school. The plan here-

in set forth has to do with the "practice teaching" and attempts to give somewhat in detail the arrangements adopted in this school to make such teaching as helpful as possible to the student.

The value of training work depends largely upon the conditions under which it is done. The purpose of the practice-model school of the Eastern Illionis State Normal School is to furnish the most favorable conditions for such training. And although it offers what is believed to be the best in the way of illustrative and model work, it aims to be little more than a type of good common school. Children are admitted to the training school from the city and the adjoining country districts upon the payment of a small incidental fee. This means that the school is very democratic and that the pupil teachers must meet conditions here very similar to those they will meet later in their own schools.

Many more students annually seek admission to the training school than the facilities will accommodate. In order to maintain a high standard of work, it is necessary to refuse to admit to any room more students than the room can comfortably seat.

All registrations of pupils must be made in writing and filed with the supervisor of the elementary school, who will consider them in the order in which they are made.

SATURDAY SESSION

The school holds regular sessions on Saturday, taking Monday as the weekly holiday. This plan gives teachers who have no school on Saturday opportunity of pursuing some regular work in the Normal School; and consequently promotes closer relations between the school and the teachers of the district.

SUMMER SESSION

The demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time.

The subjects offered are designed to meet the wants of:

1. Inexperienced teachers and students of Normal Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to a diploma. The programme is so arranged that the student may recite twice each day in many subjects, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method and lectures, together with observation of work in the model school are offered.

THE STUDENTS' LOAN FUND

The Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow, at a low rate of interest on a personal note, a sum of money that will help him to remain in school and complete the course. This plan has been tried and students have found such temporary assistance of great advantage. The foundation of this fund was secured from admission fees to the senior class play and to the model school entertainment, given during commencement week. At the end of each year a play is presented with the accessories of appropriate costume and scenery. Sheridan's "The Rivals" and "The School for Scandal", Goldsmith's "She Stoops to Conquer", Shakespeare's "A Mid-Sum-

mer Night's Dream", "As You Like It", "Twelfth Night", and "The Tempest", Tennyson's "The Princess", "The Lady Sheriff", and Clyde Fitch's "The Climbers", have been given.

ATTENDANCE AT CHURCH

Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

THE NORMAL SCHOOL BULLETIN

The Normal School Bulletin, a sixteen-page monograph, devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school free of charge. The numbers issued are:

1. A suggestion for Teaching Shakespeare's Dramas, *by Thomas H. Briggs, Jr., A. B.*
2. Method in Teaching, *by Francis G. Blair, B. S.*
3. The Causal Idea of History, *by Roswell C. McCrea, Ph. D.*
4. Some of the Objects of Studying English Grammar, *by W. M. Evans, Litt. D.*
5. The School Garden, *by Otis W. Caldwell, Ph. D.*
6. Manual Training, *by Caroline A Forbes.*
7. The School Library, *by Florence M. Beck, B. L. S.*
8. Graphic Arithmetic, *by E. H. Taylor, B. S.*
9. Reading in the Grades, *by Katharine Gill.*

10. The Relation of the Home and School, *by Charlotte May Slocum.*

11. Bird Study in the Rural School, *by Thomas L. Hankinson, B. S.*

12. Bird Study in the Rural School (Second Edition), *Thomas L. Hankinson, B. S.*

13. Physics in the High School, *by Albert B. Crowe, A. M.*

14. Some Suggestions for the Teaching of Geography in the Grades, *by Annie L. Weller, B. S.*

15. Fourth Year Geography in the Illinois Course of Study—Topic: The Work of Water, *by Clara M. Snell.*

16. English Composition in Secondary Schools—Topic: Correct English, *by Florence V. Skeffington, A. B.*

17. The Study of Literature in the Upper Grades, *by Isabel McKinney, A. M.*

20. The School Garden, II, *by Otis W. Caldwell, Ph. D.*

23. Some Problems in Education, *by John M. Coulter, Ph. D.*

26. Education and Utility, *by W. C. Bagley, Ph. D.*

29. Eastern Illinois Teachers' Association—Thirteenth Annual Meeting.

30. Reading in the Grades (Second Edition) *by Katharine Gill.*

32. The Annual Invitation Athletic and Oratorical Meet held at the Eastern Illinois State Normal School.

34. Schoolroom Gymnastics and Graded Games, *by Alice M. Christiansen.*

37. Views of the Buildings and Grounds.

38. Arguments for Vocational Guidance, *by E. E. Lewis, A. M.*

school, both students and teachers, are active members.

Students to be eligible to take part in contests

FIRST TERM PROGRAMME

	7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-11:20-12:10	1:20-1:30-2:20	2:20-3:10	3:10-4:00	4:00-4:50	4:50-5:40
A (required) Teaching to be arranged		I. Education 1-2, 3, 5, 6	II. Education 2-2, 3, 5, 6							
B (required)	Reading 2 B-2, 4, 5	Arithmetic 2 B-2, 3, 4, 5 Drawing 2 B-5	I. Psychology B-2, 3, 4, 5 English 5 B(c)	Geography 2 B-2, 4, 5, 6	II. Psychology B-2, 3, 4, 5			Special Method 4 B and B(c)-2, 3, 4, 5		
A, B (elective)	Trigonometry A-2, 3, 4, 5		German B-2, 3, 4, 5	Latin 3	German A-2, 4, 5, 6 Latin 5 Economics A, B-2, 3, 4, 5 Literature A, B-2, 4, 5, 6 Agriculture A, B Botany A, B Physics A, B Zoology A, B	German B-2, 3, 4, 5 Latin A, B-2, 3, 4, 5 Domestic Science 1, A, B Drawing A, B Manual Training A, B	German A-2, 3, 4, 5 Solid Geometry A, B-2, 3, 4, 5 Domestic Art 1, A, B European History A, B-2, 3, 4, 5 Literature A, B-2, 3, 4, 5 Reading A, B-2, 3, 4, 5	Method in English A-2, 3, 4, 5 Method in History A-2, 3, 4, 5		
XI. (elective)	Physics 1-3, 5 Zoology 1-2, 3, 5	Physics 1 Zoology 1-2, 3, 5 Manual Training 1 Agriculture 1			Botany A, B Agriculture A, B	Chemistry A, B	Domestic Science 1 Manual Training A, B	Solid Geometry A, B-2, 3, 4, 5 Domestic Art 1		
IX, X, XI.		I. Latin 1 (German 1) (History 3)	II. Latin 1 (German 3) History 5	Latin 3	Latin 5 German A-2, 4, 5, 6 History 5					
XI. (required in the 5 year course)			[English 5]			[Geography 1]				
XI. (required in the 4 year course)			[English 3]		Geometry 1	Geography 1				
XI. (c) (required)			Algebra 2		Geometry 1					
C (required)		English 3, c2	Algebra and Geometry c1	English 3 c1		Algebra and Geometry c2				
(elective)	Zoology 1-2, 3, 5	Latin 1 Zoology 1-2, 3, 5	Latin 1 History 1 English 3	Latin 3	Latin 5 History 5 Geography c2 Geometry 1	Geography c1 Botany 1-2, 4, 6	Botany 1-2, 4, 6			
X. (required in the 5 year course)				Algebra 1		Botany 1-2, 4, 6	Botany 1-2, 4, 6			
X. (required in the 4 year course)		English 1		Algebra 1	Geography 1					
X. (c) (required) Observation to be arranged		English 3	History 5	Algebra 1				Observation 3 (To be arranged)		
IX. (c) (required) Observation to be arranged	II. Botany 1-2, 4, 6	I. Reading 1-2, 3, 5 II. Botany 1-2, 4, 6 II. Music 1-3, 5	I. Botany 1-2, 4, 6 I. Music 1-3, 5 II. Arithmetic 1	I. Botany 1-2, 4, 6 I. Drawing 1-3, 5 II. Drawing 1-2, 6 II. Reading 1-3, 4, 5	I. English 1 II. English 1	I. Arithmetic 1				
IX.			I. Algebra 1 II. English 1	I. English 1 II. History 1		I. History 1 II. Algebra 1				
Physical Training Girls						Course I.-3, 5 II.-2, 4	Course III.-2, 4	Course I.-2, 4 II.-3, 5	Course I.-3, 5	Course II.-2, 4 III.-3, 5
Boys										

NOTE—Numbers following a dash indicate the days of the week, beginning with Monday. Roman numerals prefixed to a subject indicate the section of the class. Subjects in brackets will not be offered this year 1913-1914.

SECOND TERM PROGRAMME

	7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-11:20-12:10	1:20-1:30-2:20	2:20-3:10	3:10-4:00	4:00-4:50	4:50-5:30
A (required) Teaching to be arranged		I. Education 2-2, 3, 5, 6	II. Education 2-2, 3, 5, 6							
B (required)	Reading 2 B 2, 4, 5	History 2 B 2, 3, 4, 6 Drawing 2 B 5	I. Psychology B-2, 3, 4, 5 Drawing 2 B 6 English 6 B(c)	Grammar 2 B-2, 4, 5, 6	II. Psychology B-2, 3, 4, 5			Special Method 4 B-2, 3, 4, 5		
A, B (elective)	Analytics A-2, 3, 4, 5		German B-2, 3, 4, 5 Latin 4		German A-2, 4, 5, 6 Latin 6 Economics A, B-2, 4, 5, 6 Literature A, B-2, 4, 5, 6 Agriculture A, B Botany A, B Physics A, B Zoology A, B	German B-2, 3, 4, 5 Latin A, B-2, 3, 4, 5 Domestic Science 2, A, B Drawing A, B Manual Training A, B	German A-2, 3, 4, 5 Algebra A, B-2, 3, 4, 5 Domestic Art 2, A, B Literature A, B-2, 3, 4, 5 European History A, B-2, 3, 4, 5 Geography A, B-2, 3, 4, 5 Reading A, B-2, 3, 4, 5	Method in Arithmetic-2, 3, 4, 5 Method in Geography-2, 3, 4, 5		
XI. (elective)	Physics 2-3, 5 Zoology 2-2, 3, 5	Physics 2 Zoology 2, 2, 3, 5 Manual Training 2 Agriculture 2			Botany A, B Agriculture A, B	Domestic Science 2, A, B Manual Training A, B	Advanced Algebra A, B-2, 3, 4, 5 Domestic Art 2, A, B			
IX, X, XI.		I. Latin 2 German 2 (History 4)	II. Latin 2 (German 4) History 6	Latin 4	Latin 6 German A-2, 4, 5, 6 History 6		German A 2, 4, 5, 6			
XI. (required in the 5 year course)			[English 6]			Geography 1				
XI. (required in the 4 year course)			[English 4]		Geometry 2	Geography 1				
XI. (c) (required)				History 2	Geometry 2					
C (required)		Geometry C1 English 4 C2		English 4 C1		Geometry C2				
C (elective)	Zoology 2-2, 3, 5	Latin 2 Zoology 2-2, 3, 5	Latin 2 History 6	Latin 4	Latin 6 History 6 Geography C2	Geography C1				
X. (required in the 5 year course)			English 4		Geometry 2	Botany 2-2, 4, 6	Botany 2-2, 4, 6			
X. (required in the 4 year course)		English 2		Algebra 2		Botany 2-2, 4, 6	Botany 2-2, 4, 6			
X. (c) (required) Observation to be arranged		English 4	History 6	Elementary Agriculture 1	I. Geography 2					
IX. (c) (required) (second term work) Observation to be arranged		I. Music 2-4, 6 II. Music 2-3, 5 I. Reading 2-2, 3, 5 II. Drawing 2-2, 4	I. Physiology II. Arithmetic 2	II. Physiology I. Drawing 2-2, 5	I. English 2 II. English 2	I. Arithmetic 2 II. Reading 2-3, 4, 5				
IX. (c) (required) First term work		English 1	Botany 1-2, 4, 6 Drawing 1-3, 5	Botany 1-2, 4, 6 Music 1-3, 5	Reading 1-2, 4, 5	Arithmetic 1				
Observation to be arranged	Botany 2-2, 4, 6	Botany 2-2, 4, 6								
IX.			I. Algebra 2 II. English 2	I. English 2 II. History 2	Algebra 1	I. History 2 II. Algebra 2				
Physical Training Girls						Course I.-3, 5 II.-2, 4	Course III.-2, 4	Course I.-2, 4 II.-3, 5	Course I.-3, 5	Course II.-2, 4 III.-3, 5
Boys										

NOTE—Numbers following a dash indicate the days of the week beginning with Monday. Roman numerals prefixed to a subject indicate the section of the class. Subjects in brackets will not be offered this year 1913-1914.

THE SCHOOL GARDEN AND GREENHOUSE

An opportunity is given for seeing the work done by pupils of the model school in elementary agriculture. Small plots of grounds are planted and cared for by the students under the direction of the gardener and the teachers. Connected with the students' garden is a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the method of propagation, crop rotation, and some of the principles of plant breeding.

An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories.

Additional facilities for field observations and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes walk of the biological laboratories.

THE CHRISTIAN ASSOCIATIONS

Both the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

ATHLETICS

All athletic contests in which the school participates are under the control of an athletic association, of which the majority of the men of the school, both students and teachers, are active members.

Students to be eligible to take part in contests

with other schools must carry at least twelve periods of work each week and make an average grade of at least seventy per cent.

THE ATHLETIC AND ORATORICAL MEET

The Fifth Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association was held at Charleston, May 10, 1913. The track and field events were held on the athletic field of the Normal School and the oratorical contest in the assembly hall.

Prizes were awarded to the winners of each of the athletic events, a gold medal for the first place, a silver medal for the second, and a bronze medal for the third place. In each division of the oratorical contest the winner of first place received a gold medal; of second place, a silver medal; of third place, a bronze medal.

The athletic meet was won by Ridge Farm with a total of 18 points. Raymond won the relay race. Mr. Stalker, of Tuscola, scored the greatest number of points and received a twenty-five dollar cup, presented by Mr. J. A. Parker, a Charleston merchant. The following track and field records were broken: the 440 yard dash, by Mr. Hays, of Arcola, in 54 4-5 seconds; the half mile run, by Mr. Henderson, of Ridge Farm, in 2 minutes 10 3-5 seconds; the mile run, by Mr. Henderson, of Ridge Farm, in 4 minutes 56 4-5 seconds; Mr. Bundy, of Sullivan, broke the pole vault record, clearing the bar at 10 feet 6 inches. Mr. Bitterburg, of Raymond, broke Mr. Byrd's record of 1910 in the shot put by putting the shot 49 feet 6 inches.

In the girls' oratorical contest, Miss Louise Cooper, of Decatur, won first place; Miss Lois Scott, of Mattoon, second place; and Miss Gladys Woody, of Urbana, third place. In the boys'

OUTLINE OF COURSES OF STUDY

	<i>I. The One-Year Course</i>	<i>II. The Two-Year Course</i>	<i>III. The Three-Year Course</i>	<i>IV. The Four-Year Course</i>	<i>V. A Five-Year Course</i>	<i>V. c. Another Five-Year Course</i>	<i>An Adjustment Course (Retained for two years)</i>	<i>Electives IX., X., XI.</i>	<i>Electives A, B</i>
	For College Graduates	For Graduates of Four Year High Schools	For Graduates of Three-Year High Schools or Holders of First Grade Certificates.	For those who have completed two years of High School Work or who hold Second Grade Certificates.	For Graduates of the Eighth Grade.	For Graduates of the Eighth Grade who wish to prepare to teach a country school. The first two years of this course give principally the subjects required for a second grade certificate.	For students who have already begun the former Four-Year Course.	Latin 3 4 German 3 History 2 Science 3 Physics 1 Zoology 1 Botany 1 Mathematics 1 Domestic Science 2 Manual Training 2 Agriculture 2	Latin 2 German 2 History 2 English Literature 1 Mathematics 2 Economics 1 Science Physics 1 Zoology 2 Botany 2 Chemistry 1 Geography 1 1/2 Geology 1/2 Reading 1 Drawing 1 Domestic Science 2 Manual Training 2 Agriculture 2 Practice Teaching 1
Number of units* required for graduation	5	10	14	18	22	22	18		
<i>Class IX.</i>				There must be no duplicating of work offered for entrance	English 1, 2 Algebra 1, 2 History 1, 2 Elective Physical Education I (2)	C English 1, 2 Arithmetic 1, 2 Botany 1 Physiology and Hygiene 1 Reading (3), Music (2), Drawing (2), 1, 2 Observation (2), 1, 2 Elective Allowed Physical Education I. (2)			The Teaching of English 1/2 Arithmetic 1/2 Geography 1/2 History 1/2
<i>X.</i>				English 1, 2† Algebra 1, 2 Botany 1, 2 Elective Physical Education I. (2)	English 3, 4 Geometry 1, 2 Botany 1, 2 Elective Physical Education II. (2)	C English 3, 4 Algebra 1 Element. Agric. 1 Geography 1, 2 History and Civics 1, 2 Observation (2), 3, 4 Elective Allowed Physical Education II. (2)			
<i>XI.</i>			Complete four units without duplicating of work, but including required work of IX., X., XI, not done before entering this school. Physical Education I. (2)	English 3, 4 Geometry 1, 2 Geography 1, 2 Elective Physical Education II. (2)	English 5, 6 Geography 1, 2 Physics or Elective Physical Education III. (2)	C Algebra 2 Geometry 1, 2 History 1 or 2 Elective Physical Education III. (2)	C Algebra, Geometry English 3, 4 Elective Physical Education II. (2)		
<i>B Junior</i>	Complete five units taken from work offered for A and B Classes.	Psychology 1, 2 Arithmetic B; History B Geography B; Grammar B Reading (3), Drawing (2) B, 1, 2 Elective Physical Education I., II. or III. (2)		Psychology 1, 2 Arith. B; History B Read. (3), Draw. (2) B, 1, 2 Elective Elective	Psychology 1, 2 Special Method 1, 2 English 5, 6 Physics 1, 2 or Elective Elective	4 B Psychology 1, 2 Special Method 1, 2 Physics 1, 2 or Elective Elective			
<i>A Senior</i>		Education 1, 2 Physiology A; Manual Training (3), Music (2), A Teaching (5), 1, 2 Elective Physical Education II. or III. (2)			Education 1, 2 Teaching 1, 2 Elective Elective Elective	4 A Education 1, 2 Teaching 1, 2 Physiology A; Manual Training A (or elective unit) Elective Elective			

* A unit is a year's work in a subject reciting not less than four times a week.

† Numbers after subjects in the columns under courses indicate the number of the course as described in the catalogue. Numbers in parenthesis indicate the number of recitations per week.

In the IX., X., XI. years, each unit subject comes five times a week; in the A and B years, four times a week; laboratory sciences require six periods a week.

‡ Numbers after subjects in the columns of electives indicate the number of units or years of work offered.

The school year consists of two terms of 19 weeks each.

Physical education, two periods a week, is required in the first two years of each course. Course III. is elective.

oratorical contest, Mr. Leo Freund, of Decatur, won first place; Mr. Haven Sheets, of Georgetown, second place; and Mr. Anselmo Dappert, of Taylorville, third place.

This meet is conducted primarily for the furtherance of clean athletics and clean sport in the high schools of Eastern Illinois.

COURSES OF STUDY

A revision of the courses of study goes into effect September, 1913. An adjustment course is offered for those who have completed the first year or more of the four-year course.

The school year consists of two terms of nineteen weeks each. A summer session of six weeks is held immediately after the close of the regular school year.

A unit means a year's work in a subject reciting not less than four times a week. Below the junior year, subjects require five periods a week; in the junior and senior years, four periods a week. All laboratory sciences require six periods a week.

The elementary school offers eight years of work and the Normal School is open to all graduates of the eighth grade. The act of the state legislature, known as the Lindley Bill, creates township scholarships in the Normal Schools of the state and requires them to admit graduates of the eighth grade who possess the highest qualifications in their respective townships. To provide work suitable to these and other graduates of the eighth grade the work of the ninth year is offered.

OUTLINE OF COURSES

I. A one-year course for college graduates. Five units, taken from the work offered for juniors and seniors, are required for graduation.

II. A two-year course for graduates of accredited four-year high schools. Ten units are required for graduation.

III. A three-year course for graduates of

three-year high schools or holders of first grade certificates. Fourteen units are required for graduation. The first four units are taken from work offered for the first three years of the five-year course. The remaining ten units are the same as for the two-year course. High school work, or work covered by the first grade certificate, must not be duplicated in any of these fourteen units.

IV. A four-year course for those who have completed two years of high school work or who hold a second grade certificate. Eighteen units are required for graduation. The first eight units are taken from the work offered for the first three years of the four-year course, the remaining ten units are the same as for the two-year course. High school work must not be duplicated.

V. A five-year course for those who have completed the eighth year of common school work. Twenty-two units are required for graduation, the last ten being almost the same as those offered in the two-year course.

V. c. A two-year course for those who wish to prepare in as short a time as possible to teach a country school. Eight units are required. Graduates of the eighth year may take either this course or the regular five-year course. Upon the completion of this two-year course the school gives the student a statement that he has completed in this school two years of work in preparation for teaching in a common school. The holder of this certificate may receive the diploma of the five-year course upon completing fourteen more units, as indicated under the heading V. c. in the condensed outline of courses.

Undergraduates of high schools should bring a complete record of their high school work.

Electives

There are two groups of electives: group I. is

open to students below the junior year; group II. is open to juniors and seniors. The numerals indicate the number of units or years of work offered in each subject. Students are urged to plan their electives with reference to the possibilities for the whole course rather than by years. For example, to a student in the five-year course, wishing to elect science, the school offers one year of required botany and two years of advanced elective work in the same subject; two years of zoology, one of physics, one of chemistry, one of required geography, and two years of advanced elective work in the same subject, two years of elective agriculture, and one-half year of required physiology. To a student in the five-year course wishing to take work in literature and arts, the school offers three years of required English and two years of advanced elective work; four years of high school Latin and one year of advanced work, three years of German, one year of required history, two years of elementary elective history, and two years of advanced elective work; two years of advanced work in mathematics.

Two years' work in domestic science, two in agriculture, and two in manual training are elective in all courses.

Students are advised to consult the heads of the departments in which they wish to elect the greater part of their work.

Electives

Group I., open to students in the IX., X. and XI. years.

Latin 3

German 3

History 2

Science 3

Physics 1

Zoology 1

Botany 1

Mathematics 1

Domestic Science 2

Manual Training 2

Agriculture 2

Group II., open to students in the junior or B year, and the senior or A year.

<i>Latin</i> 2	<i>Reading</i> 1
<i>German</i> 2	<i>Drawing</i> 1
<i>History</i> 2	<i>Domestic Science</i> 2
<i>English Literature</i> 2	<i>Manual Training</i> 2
<i>Mathematics</i> 2	<i>Agriculture</i> 2
<i>Economics</i> 1	<i>Practice Teaching</i> 1
<i>Science</i>	<i>The Teaching of</i>
<i>Physics</i> 1	<i>English</i> $\frac{1}{2}$
<i>Zoology</i> 2	<i>Arithmetic</i> $\frac{1}{2}$
<i>Botany</i> 2	<i>Geography</i> $\frac{1}{2}$
<i>Chemistry</i> 1	<i>History</i> $\frac{1}{2}$
<i>Geography</i> $1\frac{1}{2}$	
<i>Geology</i> $\frac{1}{2}$	

The number of elective units required in each course is as follows:

Three in the two-year course,

Five in the three-year course,

Six in the four-year course,

Eight in the five-year course,

Six in the five-year course for country school teachers.

The Adjustment Course

Students who have already begun the four-year course will continue their work as follows, substituting an elective if they have already had physiology and manual training:

C.	B
4 units	5 units
<i>Algebra, Geometry</i>	<i>Psychology</i> 1, 2
<i>English</i> 3, 4	<i>Special Method</i> 1, 2
<i>Elective</i> IX., X., XI.	<i>Physics or elective</i>
<i>Elective</i> IX., X., XI.	<i>Elective</i>
	<i>Elective</i>

A

5 units

*Education 1, 2**Teaching 1, 2**Physiology A; Manual Training (3) A**Elective**Elective*

Students who have completed the first year of the three-year course will complete the ten units listed under B and A above. If they have already taken physiology or manual training, they will substitute equivalent elective work.

One-Year Course for College Graduates

This course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject-matter of their chosen work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects that the candidate is preparing to teach.

The work is as follows:

*General psychology**The development of the child**The psychological foundations of educational method .**Theory of school management**American history**Economics**Physiography**Commercial geography**Work in the training department**Subjects elected from other courses*

THE NEW CERTIFICATING LAW

On and after July 1, 1914, a new law relating to the granting of teachers' certificates will be in force. By the provisions of this law, a third grade elementary school certificate, valid for one year in the first eight grades of the common schools of the county in which it is issued and in no other county, *may at the option of the county superintendent* be issued without examination to persons who have successfully completed two years of work in a recognized Normal School, or one year of such work if the applicant is a graduate of the tenth grade. This certificate is renewable once only and on evidence satisfactory to the county superintendent of three months' successful teaching or six weeks' professional training. This certificate is not issued the second time to the same person.

A second grade elementary school certificate, valid for two years in the first eight grades of the common schools of the county and in the ninth and tenth grades, when indorsed for the same by the county superintendent *may at the option of the county superintendent* be issued without examination to persons who have completed the junior year's work in a recognized Normal School or its equivalent. This certificate is renewable on evidence satisfactory to the county superintendent of six months' successful teaching or twelve weeks' professional training, and a second time if in the period following the date of issue the holder shall have acquired eighteen weeks' professional training in any recognized school provided for such training.

A first grade elementary school certificate, valid for three years in the first ten grades of the

common schools of the county, and in the high school when endorsed for the same by the county superintendent *shall be issued* to graduates of a recognized Normal School, or from an institution offering an equivalent preparation, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

Third grade and second grade certificates are valid for teaching only. A first grade certificate is valid for supervision in all positions where the principal or superintendent teaches one half or more of the time.

A high school certificate, valid for three years in the high schools of the county, and renewable indefinitely for periods of three years on evidence satisfactory to the county superintendent of successful teaching or supervision and professional growth has the following requirements: (1) graduation from a recognized high school, or an equivalent preparation; (2) a certificate showing the completion of at least two years' successful work in any recognized higher institution of learning, and (3) an examination in English, pedagogy, and six high school subjects, three majors and three minors, chosen from a list prescribed by the examining board: *Provided, however*, that graduates of a recognized Normal School, College or University may offer within three years after graduation, certified credits in lieu of examination in the above subjects accompanied by faculty recommendations of ability to teach in the high school.

The law contains also provision for supervisory, kindergarten-primary, and special certificates issued by a county superintendent. The Superintendent of Public Instruction is empowered to grant four-year elementary school, high school, and supervisory certificates which shall at the time

of their expiration become valid and be endorsed for life upon evidence of successful teaching or supervision satisfactory to the Superintendent of Public Instruction.

A first and second grade elementary school certificate, a high school certificate, a supervisory certificate, a kindergarten-primary certificate, or a special certificate is valid in the county of issue, and in any county of the state when endorsed by the county superintendent of such county, upon evidence of successful teaching, certified by the county superintendent in whose county the teaching has been done.

All certificates, whether state or county, must be annually registered and endorsed, and a fee of one dollar must be paid.

DESCRIPTIVE OUTLINE OF COURSES

PSYCHOLOGY

1, 2. The first aim in psychology is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

Finally, a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of a psychological principle is a much easier thing than its ready application to the learning mind.

EDUCATION AND TRAINING

The chief objects of the department of education and training are:

I. To give the student a clear insight into the educational bearing and value of the various subjects of the common school curriculum.

II. To furnish the conditions for the student to demonstrate by observation and practice, his fitness or unfitness for teaching—this fitness

or unfitness to be measured by the following standards:

1. *Natural gifts and personality*
2. *Knowledge of the subjects to be taught*
3. *Knowledge of the child*
4. *Knowledge of the means and methods by which the child and the truth are to be brought into the most economical and fruitful relation to each other.*

The working out of these two large purposes of the department is accomplished by the following means:

I. Educational insight.

(a) By *method* work in the various subjects that find a place in the curricula of the common and secondary schools. The method of the subject is given in connection with the teaching of the subject itself and by the regular teacher of that subject. Method is the form that the teacher gives to the truth to make it accomplish its educational end in the most economical way. It is the form and not the substance. It is best taught in connection with the teaching of the subject.

(b) By a study of those subjects that form the foundation of educational theory and practice.

1. *The History of Education*
2. *Psychology*
3. *Philosophy of Education*
4. *General Method*

II. Training.

A term of training is made up of the following work:

1. *Observation of lessons taught by critic teachers*
2. *Observation of "illustrative lessons"*

3. *Written or oral criticisms of these lessons*
4. *Planning lessons to be taught*
5. *Complete control of a class for two terms*
6. *One hour a week in general method*

Education 1, 2. A year of work in education is required of seniors in all courses. Education 1, 2 consists of work in the history of education and considers the development of the institutions, principles and practices of elementary education in modern times. School management is also studied. Both courses are offered in both terms, so that a student who is irregular can get both in the same term.

Special Methods 4 B. Special methods 4 B is required in the junior year, of students in the adjustment course and in the five-year course for country school teachers. It consists of six courses of six weeks each, *grammar, arithmetic, and reading* being given in one term and *history, geography, and nature study* in the other term. High school graduates who are irregular and need six weeks' work in any of these subjects in order to complete required work in the two-year course may take such a part of this course as they may need.

Each of the courses that make up the year of work in special method is outlined under the subject to which it belongs.

Teaching. Each student is expected to spend one full year, one period a day, in teaching. This work is done during the senior year. While it is expected that each student will be required to teach a year, ability and attainment shall be the criteria for judging him rather than the length of time he spends in teaching.

1. The work of this term involves careful preparation and planning of lessons, complete con-

trol of a class in discipline, and teaching under the supervision of the critic teachers and supervisor. The critic teachers have a triple function—administration, teaching, and supervising. Every effort is made to develop self-reliance, independence, and initiative in the student teachers with reference to the first two of these functions. In doing this, teaching is arranged so as to familiarize the student with the work of all departments and is so graduated as to suit his needs and abilities. Students who want to fit themselves for a special grade or for supervisory work may be allowed special privileges in teaching and instruction. Ordinarily a student is expected to follow the plan of work prescribed for the year. While the plan necessarily varies in nature as the classes vary in size, in general it is pursued subject to the following conditions:

The pupil teacher observes some critic teacher teach, meets with her first for the discussion of the lesson, and later for the criticism of plans on lessons similar to the one observed.

Every lesson plan involves an organization of the material to be presented, a knowledge of the basis the child has for mastering the new material, the means for arousing the need in the child for the mastery of the new material, and the ways of acquiring and applying it. After having familiarized himself thoroughly with these essentials, every student teacher is expected to plan every lesson he teaches in harmony with them.

All lesson plans for the entire week are due from the student teacher on Tuesday of the week the lessons are to be taught. Before the lessons are taught the student teacher must meet the critic teacher for criticism and suggestions upon the plan.

During the first term the pupil teachers are

divided into as many groups as there are critic teachers and, if the Normal School programme permits it, special teachers. These groups rotate among the critic teachers so that each pupil teacher teaches under the supervision of each of them.

A different subject is taught each term. In certain cases, the pupil teacher may be allowed to choose the subject and grade he feels best prepared to teach, provided he has done strong work in this subject in the Normal School.

The first teaching is done in a recitation room so that the main problem is instruction rather than discipline.

The pupil teachers are required to attend class two days in the week. (For further explanation see Observation.)

Each critic teacher holds one regular weekly meeting with her group of student teachers to talk over the problems pertaining to the work of her grade. In addition to this group meeting each critic teacher meets the pupil teachers individually for criticism of their plans and teaching.

It is presumed that the pupil teacher now has enough strength to teach a class in the presence of another class at study, although he may not be wholly responsible for the second class.

The class work of the previous term is continued and attendance at the critic teacher's meetings is still required. Except for some very good reason, both subject and grade are changed for teaching.

The pupil teacher is gradually thrown almost entirely upon his own resources and assumes complete control of a room during recitation or study periods. If some pupil teacher desires to become especially proficient in some grade or in teaching

some special branch, the opportunity may be given in the second term.

Observation

Should the practice teacher observe a term before beginning to teach, or while he is doing his work? The plan here is to have the pupil teacher observe the critic teacher teach the class for one or two weeks and then take the class himself, but continue to observe the critic teacher teach some other subject to the same grade throughout the term. To allow the beginning teacher to spend a whole term in observing before doing any teaching himself is open to two serious objections: To observe intelligently, one must come with problems in mind. These problems arise from actual *experience*. As the pupil teacher teaches, problems of instruction and problems of discipline are forced upon him, and he goes to his observation of a recitation with these questions fresh in mind, and the lesson he observes has significance and meaning to him.

Again, points gained from observation may be clearly apprehended at the time, but unless the observer has an early opportunity to apply these points, they tend to fade, whereas an attempt to apply them immediately in his own teaching tends to fix them and make them a part of the teacher's working habits. We need to turn constantly from our work to the model and from the model back to our work.

Whose teaching shall the pupil teacher observe? The work of the critic teacher and not the work of some other pupil teacher. To have one pupil teacher observe another is like learning good English by studying "false syntax." It is the blind leading the blind. To have the pupil teacher observe the critic teacher's work has these advantages:

1. It allows the pupil to see the work of a first-class teacher.

2. It gives the critic teacher the very best means of criticising in a positive way the faults of the pupil teacher. Instead of saying, "Don't do this or that," the critic can say, "Look for this thing in my lesson today and see if it suggests a way out of your difficulty."

3. These written observations give the critic teacher and supervisor a good opportunity for determining the pupil teacher's power to see the vital things in a recitation and to state them clearly. They often reveal the fact that the pupil teacher has failed utterly to comprehend a suggestion received and assented to.

4. It is good for the critic teacher. When the pupil teacher turns critic and expresses opinions on work the critic teacher is doing, it keeps the critic teacher alive to the relationship that should be maintained. It creates and maintains the real bond of sympathy.

The pupil teachers may be required by the critic teachers to do such special observing as seems necessary to assist them in their teaching. In addition to this, all pupil teachers are required to do general observation under the direction of the supervisor. This work continues once a week throughout the year and is regarded as a part of the class work. In this weekly meeting, problems faced in teaching, the educational value of the elementary branches, and the special methods and devices involved in instruction, receive consideration. The critic teachers and normal school teachers meet the class occasionally to discuss the scope and nature of the special branches. The study of these branches is followed through the grades with the supervisor. The lessons taught by the critic teachers for this observation are regarded as illus-

trative lessons. Certain points are arranged for observation beforehand. On the day following, the merits of the lesson observed are discussed in class. Emphasis is placed on positive criticism.

Not all of the general observation work is intended to acquaint the student teacher with the curriculum. At times it is focussed upon other equally essential points. That the student teacher may have the advantage of a full educational round in his observation work, suggestive syllabi have been prepared for his use. After the facts of one of the syllabi have been developed in class, the student teacher is sent to the class room to observe some one point in the syllabus, which he reports in writing to the supervisor who criticises and returns it. Each syllabus is printed on a folder, which has three blank pages for the student's report. One report a week is required. The syllabi are generally preserved by the student teachers, as they constitute a valuable collection of material dealing with the practical problems of the school-room.

Observation 1, 2. In the first year of the two-year course for country school teachers, an opportunity is given to observe the work of the eight grades of the elementary school under the the direction of the supervisor and the critic teachers.

Observation 3, 4. Second year work in observation for country school teachers.

The school hopes to organize a rural school in which the student may observe work done under such conditions as he will have to meet when he takes charge of a country school.

ENGLISH

1, 2. Elements of English. This is a course in the elements of composition with grammar review. It includes instruction in the use of

the library and the required reading of several good books. The course emphasizes practical composition, letter-writing, oral and written recitations in other subjects, and the qualities of all good speech.

3, 4. Rhetoric. This course in English composition is more advanced than 1 and 2. While the emphasis is still placed on the qualities of effective expression, the principal forms of prose discourse furnish the basis for class work. Much attention is given oral composition, which usually precedes written work. Incidentally the course furnishes an introduction to the study of literature since the English classics used in class are selected with that end in view.

5, 6, English Literature from Shakespeare to Scott. Although in this course the student will be expected to get a fair idea of the history of this period of literature, the class work will be devoted mainly to the literature itself. In making the necessary selections for study, the instructor will be guided by the capacity of the class and the usual demands of an introductory course in literature.

7, 8. Nineteenth Century Prose, English and American. This course introduces the student to some of the best modern essayists, novelists, and dramatists. The aim is primarily to arouse his interest in these forms of literature, and secondarily to furnish him with standards of judgment. Elective A and B.

9, 10. Nineteenth Century Poetry, English and American. This course attempts to cultivate some appreciation of poetry, its qualities and forms, and some insight into the development of English poetry. The class will study in some detail English and American poetry of the nineteenth century. Elective A and B.

11. Grammar. This course gives a review of the fundamental facts of grammar and some study of method. Required in the first year of the two-year course.

12. English Methods. This course gives instruction and observation in the teaching of English in the grades, emphasizing grammar, composition or literature according to the needs of the class. Course 11 or its equivalent is a prerequisite. Elective A and B.

13. Grammar Methods. This is a short course in the methods of teaching grammar. It includes study and criticism of definitions, comparison of various modes of analysis, and the preparation of lesson plans. Required of B students from the course for country school teachers, and of 4B students in the adjustment course. Six weeks.

READING AND PUBLIC SPEAKING

Reading 1, 2. In the first year of the two-year course for country school teachers, the work in reading is planned with two purposes in view: first, to improve the student's own reading; and, secondly, to prepare the student to teach reading. In accomplishing the first purpose, emphasis is placed upon oral reading, the class working upon one phase of the subject at a time, as pronunciation, enunciation, imagery, directness, naturalness. The class also attempts to establish the standards by which oral reading is judged. In accomplishing the second purpose, the student's attention is directed to the methods of teaching reading in the elementary schools, and especially to those methods and devices best adapted to the teaching of reading in the rural schools.

Reading B 1, 2. For juniors the work in reading is more advanced. The classes attempt to es-

tablish the standards for criticism of oral reading, and study also those principles which the classes seem most to need. A study of the methods of teaching reading accompanies the work done in both terms with greater emphasis placed upon it in the second. In the second term, the classes give their attention to the interpretation and reading of poetry.

Elective courses in public speaking are open to those who have completed one of the regular courses in reading. A limited number of students may be admitted to these courses, the purpose of which is to give training and practice in speaking in public in a clear, direct, earnest, natural manner, known as conversational. In accomplishing this, these elements are considered: breathing, voice, pronunciation, articulation and enunciation, bearing and gesture. The student has practice in speaking before the class, followed by definite criticism by the teacher. The students begin with selections from speeches, of simple, unimpassioned character and proceed to selections which possess more feeling. When sufficient progress is made the students are expected to write three or five minute speeches on subjects easily within their knowledge and to deliver these first, from memory, then from an outline but with speech not committed to memory, and finally with nothing but a careful thought preparation of the subject.

Reading A, B. Course 3 is an elementary course for the first term which consists in the main of the delivery of declamations committed to memory, with considerable attention given to the development of the breathing, voice, pronunciation, articulation and enunciation, and gesture and bearing.

Course 4 is a more advanced course given in the second term, for which Course 3 is a pre-

requisite. This course gives attention to the preparation and delivery of speeches written by students themselves.

HISTORY

For Students in the Ninth, Tenth, and Eleventh Years

1. The History of Greece to the Roman Conquest. Required in the first term of the ninth year.

2. The History of Rome and of Mediaeval Europe to 814 A. D. Required in the second term of the ninth year.

3. The History of England to 1603. First term.

4. The History of England from 1603 to the present. Second term.

5. American History and Government to 1829. First term.

6. American History and Government from 1829 to the present. Second term. Courses 5 and 6 are required in the second year of the course for those preparing to teach in the country schools. They are open to all other students in the tenth and eleventh years.

For Juniors and Seniors.

7. This is a required course in the second half of the junior year. In addition to the serious study of a selected period of history the methods of teaching will be discussed and illustrated.

8. The Teaching of History, one term. For those preparing to teach history in the elementary or secondary schools.

9. The History of Western Europe, from the Fourth Century to 1715. First term.

10. The History of Europe, from 1715 to the present. Second term.

11. The History of the United States, from 1750 to 1879. (Omitted 1913-1914.)

12. The History of the United States, from 1829 to 1879. (Omitted 1913-1914.)

The instruction in history aims to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the method and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration, are to be sought but not too exclusively. An attempt is made to develop a conception of history from the works of modern historians, and to show the relation of such a conception to history in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for school history can be selected with due regard to a conviction that history has rights as well as pedagogy.

Current methods of teaching history in the grades and up through the secondary school are studied and illustrated, together with the special literature on the subject. A critical examination of historical textbooks is attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers are exhibited.

ECONOMICS

For Juniors and Seniors.

1. The Economic History of the United States. The natural resources, their extent, geographical distribution and relation to industrial life; the development of agriculture, industry,

commerce, and transportation; the changes in methods of production and distribution and their relation to present economic problems. First term.

2. The Principles of Economics. Second term.

LATIN

Latin is elective throughout all courses. First year Latin may be taken in the ninth, tenth or eleventh year; Caesar, in the tenth or in the eleventh year; Cicero and Virgil, in the eleventh and junior years; Latin A, B, in the junior and senior years.

1, 2. First year Latin. A careful study of inflection, syntax, and translation.

3, 4. Second year Latin. Four books of Caesar with selections from the other books. Latin grammar and composition. Roman Antiquities.

5, 6. Third year Latin. Six orations of Cicero with selections from his letters. Latin grammar and composition. The Latin element in English, figures of speech, the reckoning of time, the memorizing of selected passages, sight translation.

7, 8. Fourth year Latin. Six books of Virgil's Aeneid, Greek and Roman mythology, poetical construction, figures, prosody, Virgil's debt to Homer, the memorizing of selected lines and passages, sight translation. Courses 5 and 6 alternate with courses 7 and 8. Cicero is offered in 1913-1914.

9. Livy, Books I. and XXI. First term.

10. Horace, Odes. Second term.

11. Cicero, De Senectute and De Amicitia. First term.

12. Horace, Satires and Epistles. Second term.

Courses 9, 10, 11, 12 are A, B electives, open only to juniors and seniors. Courses 9 and 10 alternate with Courses 11 and 12, but will not be offered this year. Four years of Latin are prerequisite to any of the Courses 9, 10, 11, 12.

GERMAN

German is elective throughout all courses. By electing it in the IX., X., or XI. year, one will be able to have three years of German before completing the five, four, or three-year course. The aim is to give the pupil such knowledge of the principles of German grammar and such practice in reading and translating as will enable him to understand and enjoy the masterpieces of German literature.

Effort will also be made to have him understand and use the spoken language.

1, 2. *First Year German.* The work of this year includes drill in the pronunciation of German sounds, a study of the grammar, with written and oral exercises, and the reading of easy stories. Bacon's Grammar and Im Vaterland are the basis for the work in this year.

3, 4. *Second Year German.* In the second year the work in grammar is continued and the class reads in Im Vaterland, Höher als die Kirche, Immensee, and other stories of the same rank.

Free reproduction of the material read and memorizing of German poems are required, and practice in sight reading is also given.

5, 6. *Third Year German.* The work of this year includes practice in composition and the reading and study of masterpieces as Wilhelm Tell, Maria Stuart, Minna von Barnhelm, etc. The study of each drama includes a study of the author, the structure and composition of the drama and its place in German literature.

MATHEMATICS

Arithmetic 1. The work of this course includes notation, numeration, the fundamental operations with integers and with common and decimal fractions, factors and multiples, the English and metric systems of measure, involution and evolution, and methods of teaching these topics. Required IX. c.

Arithmetic 2. The principal topics are ratio and proportion and their application to simple problems of physics and geometry, mensuration, percentage and its applications, graphic representation, literal arithmetic, and methods of teaching these topics. Required IX. c. Courses 1 and 2 include methods in arithmetic.

Arithmetic B. The subject-matter of this course is essentially that of Arithmetic 1 and 2, but the work is more advanced and assumes a knowledge of elementary algebra and geometry. Required in the B year of all students who have not had Arithmetic 1 and 2.

Methods in Arithmetic. An effort is made to have the students become familiar with the best literature of the subject and with recent tendencies in the teaching of mathematics, and to have them discover the rational basis for the organization of a course of study for arithmetic in the grades. Six weeks. Required in the B year of the country school teachers' course and of the adjustment course.

The Teaching of Arithmetic. This course is a continuation of Arithmetic B. It is a preparatory course for those who wish to fit themselves especially for the teaching of arithmetic, and includes a study of both subject matter and methods. Elective in all courses except the country school teachers' course.

Algebra 1. The course covers algebraic notation, the fundamental operations, factoring, highest common factor, lowest common multiple, fractions, graphs, and simple equations in one and two unknowns. Both in this course and in Algebra 2 applications are made to simple problems in physics, mechanics, and geometry. Required IX. and X. C.

Algebra 2. The topics studied are involution and evolution, simultaneous equations of the first and second degree, theory of exponents, radicals, complex numbers, and quadratic equations. Required IX. and XI. c.

Plane Geometry 1. Books I. and II. In all the courses in geometry, special attention is paid to the solution of original exercises. Applications are made to simple problems in physics and mechanics. Required X. and XI. c.

Plane Geometry 2. Books III., IV., and V. Required X. and XI. c.

Solid Geometry 3. Books VI., VII., VIII. Prerequisites, plane geometry 1 and 2. Elective in all courses.

Advanced Algebra 3. The subject-matter includes the theory of quadratic equations, simultaneous equations of the second degree, ratio and proportion, arithmetical, geometrical and harmonical progressions, logarithms, permutations and combinations, and probability. A study is made of determinants and their application to sets of linear equations, some of the elementary properties of series, the binomial theorem, and so much of the theory of equations as to include the elementary transformations, location of roots, Sturm's theorem, Horner's method of approximation, binomial theorems, and the solution of the general cubic and biquadratic. Prerequisites, Algebra 1 and 2. Elective in all courses.

Plane Trigonometry. This course includes the definitions and properties of the trigonometric functions, the deduction of important trigonometric formulae, the use of tables of logarithms, the solution of plane triangles, and various practical applications. Elective in all courses.

Plane Analytic Geometry 4. This is an elementary course in the analytic geometry of the plane, and deals in particular with the properties of the conic sections, including a discussion of the general equation of the second degree. Prerequisite, plane trigonometry. Elective in all courses.

Students who have completed algebra or geometry before entering, will substitute an elective unit for the required courses.

GEOGRAPHY

The object of the work in geography is to give the pupils a knowledge of the earth's surface as the home of man, to show how physical conditions of the earth's surface have influenced life conditions, such as the distribution of peoples and industries, and to show how man has been able to become master of natural conditions, such as aridity of climate.

An attempt is made to have the pupil learn to picture for himself as clearly as possible those parts of the world that he has not seen, and for this the department is well equipped with maps, globes, relief models, pictures, and lantern slides, as well as books and pamphlets. There is also a good collection of industrial materials for illustrating the commercial side of geography.

1. In this course a study is made of land forms and their development, of atmosphere and climate and of the influence of these upon the distribution of people, their modes of living, industries and institutions. Most of the applications

will be made in the United States. The aim of the course is to give not only the elements of geography but training in clear thinking and some time will be given to methods of presentation of the subject. Text: Salisbury, Barrows and Tower, *Modern Geography*.

2. A continuation of Geography 1. Second term.

3. Geography B. This course attempts by the study of definite examples to give a basis for the teaching of geography. Required in the first term of the two-year course.

4. The Geography of the North American Continent. A study of the physiographic regions of North America with detailed work upon the most important regions of the United States. Given in alternate years beginning in 1914. First term. Elective for juniors and seniors.

5. The Geography of Eurasia. Given in alternate years beginning 1915. Second term. Elective for juniors and seniors.

6. Commercial Geography. Given in alternate years beginning 1914. Second term. Elective for juniors and seniors.

7. The Teaching of Geography. Required in the junior year for those who have taken the course preparatory to country school teaching. Elective for all other juniors and seniors.

Geology. Elective for juniors and seniors in the first term. Alternates with geography 4, beginning 1913.

PHYSICAL SCIENCES

Physics 1, 2. A year's work in physics is offered. While the subject is not required, students in the four and five-year courses are recommended to elect it in the eleventh year. It may

also be elected in the junior and senior years. Elementary algebra and plane geometry are prerequisites.

Two double periods a week are devoted to laboratory work. About forty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat, is best adapted to a one-year course in the laboratory and of such fundamental value in the study of physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time.

Three periods a week are given to recitations based upon the laboratory work and the text book, to the demonstration by the teacher with simple experiments of physical principles, and to the applications of these principles in numerous problems.

Though the value of formulæ as brief and concise statements of laws is emphasized, students are required to give a logical analysis of each problem and no mere substitution of values in a formula is accepted. It is believed that such a process is mechanical and not conducive to mental activity or power.

Chemistry 1, 2. One year's work in general inorganic chemistry is offered as an elective in either the junior or senior year. The work con-

sists of two laboratory periods of double length and of two recitations each week throughout the year.

The greater part of the time is given to the study of non-metals because of their peculiar value in the development of chemical theory.

About two months is given to the study of the metals and some attention is given to the matter of solubilities of salts. It is intended that students completing the year's work shall have some skill in manipulation and be ready for the intelligent study of qualitative analysis and other branches of applied chemistry.

In the laboratory the preparation and properties of a number of common elements and compounds are studied, and a number of quantitative experiments, illustrative of chemical law, performed. The laboratory is well equipped.

Many problems in chemical arithmetic are introduced during the year.

BIOLOGICAL SCIENCES

By means of these courses students are brought into contact with organic nature and obtain an insight into the structures, processes, and environmental relations of living beings. Biological study gives opportunity for accurate and complete observation, for correct interpretation of objects, and for the derivation of inferences, and generalizations. In addition to these methods of thought, the facts and observations are in themselves interesting and important. They aid in establishing a relationship between the student and his organic environment. They form the scientific basis for the understanding of agriculture, sanitation, hygiene, and other economic phases of biology.

Botany 1. This course presents an introduc-

tion to plant life. It deals mostly with the structures and physiological processes of the higher plants. In so far as is consistent with the scientific development of the subject, materials of economic interest are used. Elective in the two-year course, required in all others. First term.

Botany 2. This course takes up the classification of plants on an evolutionary basis. The life histories and the economic importance of the several major groups of plants are considered. Several weeks are devoted to the fungi and bacteria in relation to agriculture, hygiene, and sanitation. Elective in the two-year course, required in all others. Second term. Prerequisite, Botany 1.

Botany 3. Plant Ecology. The study of plants and plant organs in relation to the factors of the environment. Lectures, laboratory work and assigned readings. Prerequisites, Botany 1 and 2. Elective in all courses. First term. 1914-1915.

Botany 4. Plant Ecology. A study of the associations of plants in nature. Most of the time will be spent in a study of the plant associations of the vicinity. Some attention will be given to the methods of identification of plants, and the preparation of an ecological herbarium. Prerequisites, Botany 1, 2, 3. Elective in all courses. Second term. 1914-1915.

Botany 5. The General Principles of Evolution. Variation, heredity, the environment, and selection will be the topics discussed. Lectures and assigned readings, with some laboratory work. Prerequisites, Botany 1 and 2, and Zoology 1 and 2. Elective in all courses. First term. 1913-1914.

Botany 6. The Green Algae. The structure, classification, and life histories of the green algae, especially those of Illinois will be considered.

Some attention will be given to the occurrence and periodic appearance of species in nature. Lectures, laboratory and field work. Elective in all courses. Prerequisite, Botany 1 and 2. Second term, 1913-1914.

Elementary Zoology 1, 2. The main purpose of this course is to train pupils to make accurate observations on animal life and to draw proper conclusions from them. The branches of the animal kingdom with their principal classes will be considered, beginning with the simplest groups and going to the most complex ones. Each will be treated by a somewhat detailed study of a typical member of the group from the structural, physiological, and ecological standpoints; and the information so obtained will be used as a basis for a consideration of the group as a whole. Such a procedure should give pupils an acquaintance with animal life in general.

The more important animal habitats, the open field, the woodland, the pond, lake, or stream, and the abode of man, will each be studied, noting the interrelations of the kinds of animals found there and giving especial attention to those most important to man from economic and educational standpoints.

The class will meet for three double periods a week throughout the school year. Laboratory, field, and recitation exercises will be conducted. The course is elective for students in the last three years.

Advanced Zoology 3, 4. This course is designed especially for pupils who wish to specialize in zoology or to teach the subject in schools of high school rank. The nature of the work will be determined to a considerable extent by the individual needs of the students electing it.

The course is open only to those who have

completed the course in elementary zoology or one similar to it. Five sixty-minute periods will be given to the work each week.

Human Physiology. The tissues and organs of the body are studied in this course as to their structure, function, hygiene, along with its important life processes. Comparisons are made between the body of man and that of lower animals, thus relating the subject to zoology.

The work consists of recitations with some laboratory exercises during five periods a week. Students in the senior year and those of the second year of the course for country school teachers are required to take the course.

DRAWING

The work in drawing stands for certain well-defined ends in the preparation of the teacher.

With our present educational system, the part of the subject which will be of the greatest value to the teacher is not that which he may teach again in his own school, but that which will enable him to draw quickly and correctly from sight, memory, or imagination anything that will add interest or force to his school work; and that which makes for his own æsthetic culture. At the same time the student teacher must be able to teach a rational system of drawing in the school in which he works.

With these ends in view the instruction has been arranged in two parts.

Illustrative Art

For the first, a thorough course in free-hand perspective, including:

1. Study of type from solid and natural forms.
2. Practice in application of principles by

(a) drawing at sight from objects; (b) drawing from memory on paper and on the blackboard.

3. Problems in perspective or drawing from imagination (a) on paper, time unlimited; (b) on the blackboard, time sketches.

4. Elements of light and shade.

Decorative Art

The second part of the course is not less important than the first, and its practical value to the teacher is no less real, though less easily perceived.

The culture that comes from the study of beautiful forms of art must be experienced to be appreciated and its value is not, therefore, so evident as that of illustrative art. Nevertheless, the development of this line of education has an extremely practical application to the lives and industries of the people, and when it becomes general in our schools, so that its influence is widely felt, we may expect America to take equal rank with the old world in the beauty and the value of its manufactured products. In the meantime our teachers, at least, must not be wholly ignorant of the laws of beauty and the progress of the world in art.

Drawing is required in the junior year from all who have not had it in the first year of the course for country school teachers or in the D class under the old course of study.

1. In the first term pencil, charcoal, and colored chalks are used. Work begins with nature,—leaves, branches, trees, fruits, flowers, and vegetables.

Composition is an important feature of the work. Landscapes are made from windows, from out of doors, and from description, to awaken interest and appreciation of the out of door world.

Trees are drawn from nature and some of the characteristics of common trees noted. To give drill in drawing, some work from casts is attempted.

2. Water colors are used in the second term in connection with the other mediums, and designs for book covers and for posters, and stencils for different articles are made and applied. The drawing room is well filled with tables, casts, and objects for work.

MANUAL TRAINING

Manual Training is required in the second half of the senior year in all courses. Two years of elective work are also offered. The classes will meet in the new manual training rooms. The work will include woodwork, mechanical drawing, and probably some metal work. The band saw, trimmer, circular saw, and joiner will be brought into prominent use. Work with the lathe and pattern work will be offered.

MUSIC

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing the pupils to well known composers, classical and popular. Recitals are given at which both vocal and instrumental works are interpreted by the instructor. The following programmes have been given :

Beethoven

Liszt

Schubert

Schumann

Grieg and Chopin

German Folk Songs

Elliland by Alexander Von Fielitz

The Queen of the Sea by Hummel

Schiller's Lay of the Bell by Romberg.

During commencement week the children of the elementary school give an operetta under the direction of the teacher in music. "The Fairy Grotto" by G. M. Stratton, "Hans and Gretel" by Humperdinck and Bohm, "Cinderella" by E. Cuthbert Nunn, "Snow White and the Seven Dwarfs" by George F. Root, and "Princess Chrysanthemum" by C. King Proctor have been given.

1. Elementary Sight Singing. Study of major scales, intervals, staff degrees, rhythm, note values, pitch names, key signatures, chromatics and songs. First term.

2. Advanced Sight Singing. Three and four part songs, elementary harmony, tone attack, transpositions, written dictation. Study of the child voice and methods of teaching music in the grades. Second term.

Both terms of music are required in the first year of the certificate course for country school teachers.

3. This course will be offered in two sections: one for those who have not had music, the other more advanced work for those who have had music. It is required of seniors in the second term.

HOME ECONOMICS

The work of the home economics department is elective for juniors and seniors and students in the eleventh year.

Students specializing in home economics will be given opportunity for practice teaching in the seventh and eighth grades of the model school.

Domestic Science

1. Elementary Cooking. Selection and preparation of staple foods, study of food principles and theory of nutrition. Lectures, recitations, and laboratory practice.

2. Advanced Cooking. Further study of foods and food values, marketing, food preparation, planning of meals and table service, with attention given to planning of courses of study, equipment, and methods of teaching domestic science.

Domestic Art

1. Sewing. Hand and machine sewing, study of stitches used and their application to garments, care and use of machines, drafting patterns, and making of undergarments, shirtwaists, suits, and dresses. Throughout this course a study is made of textiles and weaves with reference to manufacture, use, durability, etc. Planning of courses of study and methods of teaching domestic art.

2. Millinery and Embroidery. (a) Winter Millinery. Making of models and frames, frame covering, trimming, etc. (b) Embroidery. Study and practice in making of embroidery stitches and their application to articles. (c) Spring Millinery. Continuation of (a). Making of models and wire frames, frame covering and trimming, blocking hats of buckram, making of flowers and other trimmings.

PHYSICAL EDUCATION FOR WOMEN

The department of physical education provides instruction and means for the improvement and preservation of health and the harmonious development of the body. It prepares graduates to introduce practical free gymnastics into their schools, and to exercise intelligent oversight of the

physical needs and conditions of school children.

The work requires regular class exercises in the gymnasium during the fall and winter and on the field in the spring. A limited amount of optional work, outside of the regular exercise, is permitted under the supervision of the physical instructor.

The physical welfare of the students is made the prime object of attention. It is the purpose of the department to make a careful physical examination of every student at the beginning of each fall term, at the close of the school year, and at such intervals as seem necessary. This forms the basis of comparison of the student's condition and needs, and determines the character and amount of exercise necessary to overcome marked deficiencies and irregular development. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study, and exercise best suited to individual development are given by the special teachers in charge.

Violent exercise will be discouraged, but students will be required to take rational exercise for the proper development of the body and correcting improper postures in standing, sitting, and walking.

Every student in the school, unless excused for special reasons by a physician, will be required to take the work of this department. Each pupil will be expected to have a regular gymnasium suit, which should be obtained at the school in order that suits be uniform both in color and pattern. The cost, including shoes, is about five and a half dollars.

That the student may obtain a practical knowledge of the theory and practice of teaching gymnastics in its broadest acceptation for use in his profession, special lecture courses are given

covering the history, systems, methods, and educational value of gymnastics and its relation to other branches. Practice teaching in the gymnasium under the direction of the physical instructor is required during the fourth year, that the student may be better enabled to introduce physical training when he enters the general profession of teaching.

I. (a) *Practice*

Regular exercises in the gymnasium. Free developing exercises; Swedish free exercises, facings and marchings; elementary heavy gymnastics, as work on Swedish boom, climbing ropes and stall bars, and vaulting over rope and horse; elementary balance steps; gymnastic games, cap-tain, volley and basket ball, and tennis.

(b) *Theory*

Instruction in hygiene. Careful consideration is given to the various conditions of life, such as air, diet, exercise, sleep, bathing, and occupations that affect the human organism and tend to adapt it to its environment.

II. (a) *Practice*

Free developing exercises; Swedish gymnastics; heavy gymnastics on boom, stall bars, ropes, window ladders, and vaulting on box and horse; gymnastic games, plays, and field sports; balance steps.

(b) *Theory*

Lectures in kinesiology. A knowledge is acquired of the simple anatomical movements of the body and a general analysis is made of the articular and muscular mechanism of gymnastic exercise.

III. (a) *Practice*

Swedish gymnastics; light gymnastics including drills in Indian club swinging; heavy

gymnastics on ropes, ladders, vaulting horse, and box, gymnastic games, plays and field sports, including field hockey.

(b) *Theory*

Lectures in gymnastic theory. This is a continuation of the work in Course II. Principles governing the making out of gymnastic lessons are studied and the gymnastic day's order is analyzed. The subject of schoolroom gymnastics, together with story-plays and games, is considered; also the grading of gymnastic exercise.

IV. (a) *Practice*

Advanced Swedish gymnastics; advanced drill in Indian club swinging; instruction in advanced heavy apparatus work; athletics for women, including running, jumping, and throwing the basket ball, field sports and out of door games; æsthetic gymnastics.

(b) *Theory*

Lectures on the subject of the history and literature of physical education. It is the purpose of this course to give the student a general idea of the origin of physical education, its rise and development as a science, and to acquaint him with the characteristics of the various forms of physical exercise during the ancient, mediæval, and modern historic periods.

Practice teaching is conducted in the gymnasium, each student in turn teaching a section of the class, general criticisms being made by the physical instructor and pupil critics. Students are expected to present written criticisms of each gymnastic lesson taught by a fellow student, these being read and discussed later in the class for the benefit of fellow members.

Elementary School

Physical education in its broadest sense in-

cludes, not only the cultivation of certain muscular exercises and technical dexterities, but the conservation of all those agencies influencing every mental and nervous faculty the harmonious action of which we call health.

It is the development, by use, of the motor powers of the body for the sake of health and serves as the basis for the cultivation of higher mental and moral faculties. The aim is health and education, strength of body, strength of mind, strength of soul, the perfect harmony of mind and body.

With the knowledge that it is the function of education to train the growing individual for usefulness in life and that the capacity for usefulness is largely determined by physical health, the value of gymnastics as taught in public schools today is easily understood.

The work in the elementary school provides instruction in gymnastics in the school room and gymnasium by the physical instructor once a week, the critic teachers conducting outlined lessons in the school room two or three days during the week, time depending on the grade.

In the lower grades formal gymnastic work is used but little, muscular activity being gained through educational play. To the child play is the real world and in early childhood cannot be overdone. Free play exercises muscles, improves circulation, stimulates digestion and glandular activity, and is necessary for the growth of the child. Stories adaptable to surroundings are repeated to the children, the themes and actions being executed by the pupils. The child is unconscious of the energy expended, but is developing mental and physical powers in a pleasing manner.

In the grammar grades the work is more for-

mal, Swedish free exercises being used in combination with games and plays. In the latter, we develop imagination, imitation, observation, harmony, unselfishness, honor, and self control, all of which can be guided so as to become a powerful factor in education, moral, physical, and mental. Marching drills and reigens are also used, as well as balance steps for the training of the power of co-ordination, also for the development of grace and poise. In the spring the work is conducted out of doors, boys of the upper grammar grades receiving instruction in track athletics, the girls playing basket ball and field games.

PHYSICAL EDUCATION FOR MEN

I. Regular exercises in the gymnasium. Free developing exercises, marching, apparatus work, and games.

II. Regular exercises in the gymnasium. Advanced work on the horse and parallel bars, advanced steps, and games.

III. Regular exercises in the gymnasium. Advanced work and practice in teaching.

During the spring term the work will be out of doors and will include games and track work.

During the year lectures will be given on hygiene and kinesiology.

THE LIBRARY AND READING ROOM

The library occupies two rooms in the southwest corner of the first floor of the building. It was opened in September, 1899, and has grown steadily until it now contains over 17,500 books and pamphlets.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred twenty-five periodicals, including, in

addition to those of general interest, many devoted to special subjects. The books for general circulation are kept in the stack room, to which all students of the Normal School and pupils of the seventh, eighth, and ninth grades are admitted. For grades lower than the seventh school-room libraries are provided. The library has a dictionary card catalogue and the books are classified according to the Dewey decimal system. There is a large collection of classified pictures for use in all departments. Two trained librarians are in charge, giving necessary aid and instruction to students in the use of books.

The Use of the Library

The aim of this course is to teach the students to use the library with some degree of skill. Certain courses offered require considerable work in the library including reading, hunting up references, and looking up assigned topics. To do this work with the wisest expenditure of time and effort, students should know how to use the card catalogue, magazine indexes, and some common reference books. Several lessons, which are required of all students, are given at the beginning of each term throughout the different years of the course. An attempt is made to have these lessons prepare for the library work likely to be required for the term. In the senior year a brief course in literature for children is given with required reading of books for children in the different grades.

A List of Periodicals

American Geographical Society—Bulletin
American Historical Review
American Journal of Psychology
American Journal of Science
American Journal of Sociology
American Library Association—Book List

American Library Association—Bulletin
American Magazine
American Mathematical Monthly
American Naturalist
American Political Science Review
American School Board Journal
Atlantic Monthly
Biological Bulletin
Bird Lore
Blackwood's (*American reprint*)
Book Review Digest
Bookman
Botanical Gazette
Botanisches Centralblatt
Bulletin of Bibliography
Catholic World
Century Magazine
Chicago—Department of Health—Bulletin
Classical Journal
Classical Philology
Classical Weekly
Collier's
Cornell University—Rural School Leaflet
Country Gentleman
Country Life in America
Craftsman
Cumulative Book Index
Dial
Drama
Edinburg Review (*American edition*)
Education
Educational Foundations
Educational Review
Educator-Journal
Elementary School teacher
English Historical Review
Etude
Everybody's Magazine
Forestry Quarterly
Forum

Garden Magazine
Geographical Journal
Government Publications
Guide to Nature
Harper's Monthly Magazine
Harper's Weekly
Hearst's Magazine
History Teacher's Magazine
House Beautiful
Illinois Association of Teachers of English—Bulletin
Illinois State Historical Library—Journal
Independent
Index to dates
International Studio
Journal of American History
Journal of Animal Behavior
Journal of Economic Entomology
Journal of Education (*London*)
Journal of Education (*New England*)
Journal of Educational Psychology
Journal of Experimental Zoology
Journal of Geography
Journal of Geology
Journal of Philosophy, Psychology, and Scientific Methods
Journal of Political Economy
Journal of New York Botanical Garden
Ladies' Home Journal
Library Journal
Life
Literary Digest
Littell's Living Age
Little Folks
McClure's Magazine
Manual Training Magazine
Mathematical Gazette
Mathematics Teacher
Mentor
Mind and Body

Modern Philology
Monist
Monthly Evening Sky Map
Musician
Nation (*New York*)
National Geographical Magazine
National Waterways
Nature
Nature Study Review
New England Magazine
New Music Review
New Phytologist
North American Review
Outing
Outlook
Pan-American Union—Bulletin
Pedagogical Seminary
Photographic Times
Physical Review
Plant World
Poet Lore
Political Science Quarterly
Popular Astronomy
Popular Science Monthly
Public Libraries
Reader's Guide to Periodical Literature
Reader's Guide to Periodical Literature—Supplement
Review of Reviews
Rhodora
St. Nicholas
Saturday Evening Post
School and Home Education
School Arts Magazine
School Bulletin
School Century
School News
School Review
School Science and Mathematics
Science

Scientific American
Scientific American—Supplement
Scottish Geographical Magazine
Scribner's Magazine
Speaker
Suburban Life
Survey
Teachers College Record
Torrey Botanical Club—Bulletin
U. S. Experiment Stations—Experiment Station
Record
U. S. Library of Congress—List of State Publica-
tions
U. S. Superintendent of Documents—Monthly
Catalogue
U. S. Weather Bureau—Monthly Weather Review
Western Teacher
Westminster Review (*American Edition*)
Wisconsin Library Commission—Bulletin
World's Work
Youth's Companion

Newspapers

Charleston Daily Courier
Charleston Daily News
Charleston Daily Plaindealer
Chicago Record-Herald, Daily and Sunday
Chicago Tribune, Daily and Sunday
New York Globe
New York Times, Daily and Sunday
St. Louis Globe-Democrat, Daily and Sunday
St. Louis Republic, Daily and Sunday

STUDENTS

Graduate Students

Rankin, William Merle	Charleston
Tooke, Helen Elizabeth	Charleston
Whalen, Mary Mandaina	Charleston

Saturday Students

Conrad, Charles William	Arcola
Moore, Della May	Charleston

Second Year of the Two-Year Course

Anderson, Florence Lorraine	Mattoon
Baker, Nellie Esther	Martinsville
Briggs, Stella Ruth	Charleston
Case, Jennie	Charleston
Comer, Helen Louise	Charleston
Durbin, Clara Faye	Charleston
Dwyer, Anna Margaret	Charleston
Ewing, Portia Stone	Neoga
Foster, Gertrude Elizabeth	Oak Park
Franklin, Eleanor May	Casey
Hill, James Edward	Mattoon
Killion, Mabel Grace	Mattoon
Lee, Flossie Elaine	Casey
Malhoit, Irene Emma	Assumption
Miller, Edith Marguerite	Charleston
Mitchell, Daniel Palmer	Loxa
Patton, Bessie	Arthur
Pew, Blanche Agnes	Litchfield
Reed, Sophia Pearl	Garrett
Shreeve, Elizabeth Hortense	Charleston
Springer, Mary Virginia	Charleston
Story, Savannah	Charleston

Strawbridge, Lois Mary	Danville
Terry, Edna Fern	Charleston
Wannamaugher, Elva Lucille	Greenville
West, Linnie Minnie	Watseka
White, Rena	Charleston
Wilson, Amy Rose	Belle Rive

First Year of the Two-Year Course

Alexander, Nancy Stephanie	Charleston
Bailey, Mabel Claire	Olney
Balmer, Margaret Anna	Olney
Bell, Harriet Ruth	Arcola
Blose, Josephine Jordan	Danville
Bott, Margaret	Waveland, Indiana
Boyle, Willard Pressly	Oakdale
Brown, Maude Margaretta	Ashmore
Buntain, Edna Mae	Scotland
Burgess, Lulu Pearl	Kemp
Burton, Alice Lucile	Newton
Chase, Alma Columbine	Charleston
Clarke, Olive	Mattoon
Climmer, Lena Dale	Palestine
Couchman, Alice Irene	Sumner
Davis, Leona Marie	Virden
Duncan, Dorothy Deane	Salem
Eads, Margaret Janet	Arthur
Flaherty, William Patrick	Charleston
Fye, Mary E.	Mattoon
Gerkin, Margarete Elenora	Greenville
Gilbert, Pearl	Danville
Goodson, Mary Nancy	Newman
Grant, Sophia Agnes	Charleston
Hanks, Augusta Helen	Danville
Hart, Stella Lealand	Paris
Hawkins, Clara	Arcola
Hayse, Lillian Dolena	Mt. Vernon
Higgs, Rouine Elizabeth	Mattoon
Hill, Gertrude Ozeta	Sullivan

Horne, Helen Marguerite	Bellefontaine, Ohio
Kibler, Ima Blanche	Wheeler
Klophel, Ethel Eliza	Danville
Lockwood, Cora Mabel	Woodstock
Long, William John	Charleston
Lutz, Marion Ruth	Charleston
Mansfield, Mary Rose	Mattoon
Money, Shirley	Newton
Mose, Walter Luther	Charleston
Musgrove, Hugh John	Newton
Percival, Andrew Jackson	Newton
Reedy, Sarah Ellen	Lovington
Richards, Beryl Edna	Tuscola
Rogers, Mary Olive	Charleston
Sharp, Lutie Beatrice	Arthur
Shields, Harold Parker	Charleston
Shields, Lewis Wesley	Charleston
Smith, Goldie Isabelle	Newton
Smith, Harold William	Charleston
Starkey, Agnes May	Mattoon
Tim, Amelia Magdalena	Arthur
Torrence, Myrle Kathleen	Vandalia
Tucker, Charlotte Ruth	Witt
Van Dam, Ernest	Ludlow
Wise, Mae Adelle	Greenville
Wissel, Bertha Irene	Charleston
Woliung, Lydia Augusta	Mattoon

Second Year of the Three-Year Course

Flaherty, Cecil Park	Charleston
McVey, Dora Blanche	Sorento

Fourth Year of the Four-Year Course

Allison, Worth Arthur	Charleston
Butler, James Grove	Charleston
Chapman, Bertha Mae	Charleston
Cherry, George W.	Charleston
Corzine, Bruce Herbert	Charleston
Davis, Loxa Edna	Charleston

Dorsey, Bessie Ferris	Moro
Dowler, Emery Ross	Tower Hill
Ewald, Paul George	Mt. Carmel
Feagan, Gladys Evelyn	Charleston
Frakes, Reba Lenore	West Union
Frazier, Arthur Owen	Paris
Freeman, Marina Madge	Charleston
Furness, Mabel Mary	Sullivan
Giffin, William Earl	Charleston
Goldsmith, Alonzo Fremont	Jewett
Hudson, Louise Dorothy	Charleston
Jenkins, Sarah Camilla	Charleston
Kern, Vernon Harlow	Gays
Kilgore, Edna Charlotte	Charleston
Kimball, Lula	Westfield
Linder, Kate Ethel	Alton
Maxey, Rosettie	Oblong
McCandlish, Fred Raymond	Toledo
McDonald, Georgia Helen	Lerna
Meeker, Iva Pearl	Hazel Dell
Morse, Ora	Findlay
Prather, Ona Alice	Ashmore
Rankin, George Barrington	Charleston
Reeder, Maude	Humboldt
Reid, Emily Cleda	Albion
Rodgers, Eugene	Janesville
Schlobohm, Anna Katrina	Findlay
Shoemaker, James Wright	Charleston
Steinmetz, Ferdinand Henry	Edwardsville
Stitt, Eva Winifred	Toledo
Tolly, Ruth	Charleston

Third Year of the Four-Year Course

Barger, Joseph Louis	Charleston
Bond, Gertrude Lu	Mattoon
Boyer, Brent	Ashmore
Briggs, Robert Finley	Charleston
Chenoweth, Lela Marian	Charleston
Chenoweth, Lola Mitchell	Charleston

Doty, Flolla Annis	Charleston
Duvall, Judith	Lerna
Duvall, Kittie.....	Charleston
Farrar, Anna Josephine	Mattoon
Furness, Edna May	Sullivan
Gardner, Marie Agnes	Charleston
Gillespie, Helen	Humboldt
Gordon, Homer King	Charleston
Hall, Hazel	Charleston
Harrison, Harvey Raymond	West Salem
Helm, Jenness Rebecca	Charleston
Hutton, Nina Hazel	Charleston
Jenkins, Minnie Irene	Charleston
Johnson, Loren L.	Charleston
Johnston, Donald Compton	Charleston
Jones, Leonard	Charleston
Kaufman, Philomena Agnes	Newton
King, Raymond A.	Charleston
Linder, Mary Lucile	Charleston
Love, Juneta Grace	Charleston
McDougle, Grace Almira	Humboldt
Miller, Bertie Ethel	Westfield
Moffett, Helen Irene	Ashmore
Monfort, Warren Henry	Charleston
Moore, Gertie May	Cowden
Randolph, Glenn Lake F.	Charleston
Reed, Lorena Marie	Charleston
Ricketts, Dorothy Maud	Charleston
Robinson, Mary Virginia	Charleston
Rodgers, Faye Rhiesta	Charleston
Rodgers, Orval Carson	Charleston
Sanborn, Lillian	Spring Grove
Schernekau, William John	West Salem
Shaw, Jane Lois	West Union
Shortess, Lois F.	Charleston
Smith, Myrtle V.	Farina
Thompson, Thomas Alexander	Arcola
Twigg, Helen Rose	Brocton
Ward, Amy Lillian	Butler

Whalin, Edwin Ansil	Rose Hill
Whalin, Oren Leslie	Rose Hill
White, Bertha Flo	Mattoon
Wilkinson, Cecil Herbert	Charleston
Wilson, Sumner Garland	Charleston

Second Year of the Four-Year Course

Alexander, Virgie Helen	Charleston
Anderson, Julian Piper	Charleston
Andres, Minnie May	Humboldt
Atkins, Elsie Amanda	Claremont
Austin, Sylvester	Norris City
Babbs, Vivian Cleora	Charleston
Bails, Ernest Roscoe	Charleston
Balch, Nellie Allison	Lerna
Beckett, Treasie Myrtle	Assumption
Brokaw, Mary Ruth	Charleston
Chiddix, John Cecil	Palestine
Childress, Forrest Belva	Mattoon
Claybaugh, Irene	Gays
Cline, Herschel Herman	Charleston
Conrad, John Walter	Charleston
Cook, Gordon August	Charleston
Cooper, Herman Lloyd	Martinsville
Corzine, Bernice Martha	Charleston
Cox, James Leland	Charleston
Craft, Myrtle Lou	Middletown, Ohio
Dewhirst, Ione	Charleston
Doty, Flossie Irma	Charleston
Eversole, Selma Anna	Hindsboro
Fortner, Bertha Cora	Windsor
Freeman, Emma Irene	Charleston
Geffs, George Stricklett	Casey
Gilman, Mabel Ellen	Mattoon
Ginther, Richard Roberts	Charleston
Golladay, Alma Ann	Ashmore
Golladay, Grace Marie	Ashmore
Goodson, Redith	Garrett
Gray, Howard William	Charleston

Hagerman, Zepha Estrella	Stewardson
Hampton, Maurice	Charleston
Handy, Lucile	Oliver
Harding, Lloyd	West Liberty
Hawkins, John Henry	Charleston
Helm, Harry Grey	Grayville
Helm, Malcolm Boord	Grayville
Hortenstine, Nathan Cohn	Gays
Hudson, Katherine	Charleston
Hunt, Minnie Mae	Arcola
Hutson, Ethel	Marshall
Hutton, Eugene Harold	Charleston
Ingram, Okel	Charleston
Ireland, Lillian Margaret	Vandalia
Jones, Ida Mae	Willow Hill
Kibler, David Franklin	Montrose
Leach, Harvey Dean	Charleston
Lee, Mary Rachel	Walnut Prairie
Lee, Ruby Fern	Pesotum
Linder, Mary Sefton	Charleston
Martin, Russell Morgan	Charleston
May, Eda Marie	Charleston
McCallister, Ersie Opal	Arcola
McDonald, Coe Delos	Golden Gate
McDougle, Nelle	Humboldt
McGahey, Margaret	Rardin
McIntyre, Horace Shinn	Charleston
Miller, Herman Otis	Lawrenceville
Rennels, Mary	Charleston
Shroyer, David Mirven	Urbana
Smith, Laura Ethel	Indianola
Stroud, Frank Dewhurst	Altamont
Taubeneck, Earl Robert	Marshall
Wendell, Edna May	Bird Point, Missouri
White, Wreatha	Charleston
Wood, Lorin Alfred	Waggoner
Wright, Glen Weir	Charleston

First Year of the Four-Year Course

Adams, Hugh Moore	Charleston
Alexander, Lola Hazel	Fillmore
Alka, Eber Ernest	Mt. Carmel
Allison, John Clifton	Charleston
Allman, Delmar Isaac	Urbana
Anderson, Morton Edwin	Burnt Prairie
Andrus, Silas Jacob	Mt. Carmel
Ankenbrand, Leo Sabastian	Mt. Carmel
Austin, Hallie	Norris City
Baird, Lynn Marion	Charleston
Baker, Charles William	Charleston
Balch, John Robert	Lerna
Bensley, Opal Edna	Charleston
Berrey, Mae Susan	Camargo
Bigler, Walter Glen	Sigel
Black, Elsa Francis	Charleston
Blankenbaker, Zeta Fisher	Charleston
Blood, Ruth Juanita	Kansas
Bortmess, Ina May	Waggoner
Boulware, Maryon Lee	Charleston
Boyer, Calvin Lawrence	Charleston
Boyer, Lucile Beatrice	Charleston
Briley, Evelyn Genevieve	Charleston
Brockmeier, George Henry	Okawville
Bromm, Dollie Margarete	West Liberty
Brown, Cleo Beulah	Bethany
Brown, Daphne A.	Ashmore
Brown, Ella Miner	Charleston
Brown, Eva Belle	Homer
Brown, Guy Clarence	Brocton
Burch, Kate Pearle	Ashmore
Buxton, Bertha Estella	Arthur
Buzzard, Gail	Beecher City
Caldwell, Eva Loida	Etna
Carnahan, Thall Spurgeon	Charleston
Carrell, Ellwood Alfred	Toledo
Christy, Rose Evelyn	Sadorus

Clark, Helen Beatrice	Rardin
Clem, Leota Bernice	Collison
Cockelreas, Mary Caroline	Irving
Coffey, William McKinley	Charleston
Copen, David Earl	Effingham
Coppel, James Blaine	Keensburg
Coyle, Dale Dudley	Charleston
Craven, Mary Hazel	Oakland
Craver, Nolen Cornwell	Mason
Crowe, Stanley Maxwell	Charleston
Cunningham, Flossie Irene	Danville
Cunningham, Lyle Emil	Annapolis
Daggett, Isaac Cleveland	Waggoner
Dawson, Inez Olive	Cooks Mills
Deisher, Paul	Mt. Carmel
Dennison, Inez Sophae	Edgar
Donaldson, Helene Josephine	Urbana
Dora, James Franklin	Lerna
Dougherty, George Ellsworth	Charleston
Driscoll, James	Charleston
Driscoll, Mary Elizabeth	Charleston
Dubre, Vanna	Dudley
Easley, Mardie Lance	Macon
Edgar, Arthur James	Arcola
Ellis, Nannie Isabelle	Windsor
Ewald, Ralph Waldo	Mt. Carmel
Falley, Frank	Bible Grove
Falley, Inez Viola	Bible Grove
Falley, Richard Lorenzo	Bible Grove
Faris, Thomas Carroll	Lerna
Farris, Ruby Martha	Ashmore
Fasig, Mabel Chloe	Charleston
Fearheiley, Ferris Hannah	Mt. Carmel
Fearheiley, Otto	Mt. Carmel
Fitch, Ralph Dean	Greenup
Fitch, Thelma Grace	Greenup
Fletcher, Eva Athey	Martinsville
Frantz, Gertie Mae	Oakland
Frazier, Lura Elizabeth	Paris

Funkhouser, Syble Jane	Mattoon
Gannaway, Mabel Rhoda	Gays
Gard, Elizabeth	West Union
Garman, Arthur Lee	Litchfield
Garrison, Ed	Charleston
Gatons, Nelle Belle	Herrick
Geffs, Frank Flavins	Casey
Gerhart, Charles Isaac	Birds
Goble, Ethel Alzenia	Westfield
Goble, Ivan Bean	Charleston
Goodson, Beulah Vera	Garrett
Goodwin, Ethel	West Union
Grounds, Zelma Pearl	St. Francisville
Hackley, Nelle	Mattoon
Haddock, Muriel May	Charleston
Haines, Ruth Ella	Camargo
Hall, Lucy Caroline	Charleston
Hall, Mabel Elizabeth	Edwardsville
Hanon, Raymond Joseph	Farmersville
Hart, Orville Leroy	Hornsby
Harwood, Minnie	Janesville
Hawkins, Flossie May	Oconee
Heddins, Ruth	Charleston
Heddins, Sadie Marie	Charleston
Hermann, Alma Marguerite	Nokomis
Highland, Irma	Mattoon
Highsmith, Lester	Flat Rock
Hildreth, Helen Marygold	Mattoon
Hinds, Roy J.	Dudley
Hoffman, Gertrude	Moweaqua
Hoseney, Ora May	Greenup
Houser, Alice Lillian	Olney
Houser, William Edwin	Olney
Howe, Ira	Annapolis
Hoxsey, Mayme Gray	Alhambra
Huber, Edgar John	Charleston
Hurst, Joseph Robert	Annapolis
Iles, Everette Allen	Fairmount
Iles, Jacob Henry	Fairmount

James, Gladys Marie	Rardin
Jeffris, Sybil	Charleston
Jenkins, Hubert Johnston	Charleston
Jenkins, Lawrence Estol	Sullivan
Johnston, Sara	Charleston
Kaufman, Anna Elenora	Newton
Kenny, Corinne Gertrude	Charleston
Kerr, Rhoda Elizabeth	Charleston
Kincaid, Georgia June	Ashmore
King, Ruth	Charleston
Krause, Alma Louise	Dieterich
Lacy, Edith Pearl	West York
Lamb, Frank	Palmer
Lanman, Leo Heddin	Charleston
Lashbrook, Violet	Charleston
Leach, Edgar Shelby	Mt. Carmel
Leamon, James Bruce	Advance
Lee, Lulu Opal	Casey
Leeds, Vernor	Mt. Carmel
Lindley, Edith Ressa	West Union
Long, Floyd Clinton	Camargo
Loving, Russell Lowell	Charleston
Maple, Nellie Frances	Paris
Martin, John Stewart	Charleston
Martin, Paul Vidler	Charleston
Mason, Carl	Wheeler
Mattes, Mary Margaret	Vandalia
McClory, Thomas Guy	Trowbridge
McCormick, Mary Margaret	Tuscola
McCrory, Margaret	Charleston
McDevitt, Daniel Raymond	Newton
McDevitt, Margaret Daisy	Newton
McDonald, Mildred Lucile	Golden Gate
McKee, Luther Ray	Casey
McKenzie, Ethel Marie	Charleston
McKenzie, Fannie Beatrice	Charleston
McMillen, Mabel Chloe	Oblong
McNamee, Martha Elta	Glenwillard, Penn.
McPherson, Stacy	Donnellson

McWilliams, Ruby Fern	Charleston
Meeker, Ada Ora	West Union
Meyer, Alfred Herman	Venedy
Miller, Hazel	Charleston
Miller, Wilbert	Charleston
Mitchell, Ethel Grace	Shobonier
Montgomery, Dotta Ellen	Lawrenceville
Montgomery, Walter Abener	Birds
Morgan, William David	Rardin
Mose, Carrie Florence	Moweaqua
Nation, Alva Wesley	Charleston
Nation, Daisy May	Charleston
Newlin, Olive Blanche	Charleston
Norfolk, Polly Ann	Charleston
Ostheimer, Helen Philippine	Sainte Marie
Ostheimer, Josephine Theresa	Sainte Marie
Patterson, Nellie Mae	Macon
Pearcy, Ruby Dean	Epworth
Phillips, Andrew Sheldon	Sullivan
Poland, Lulu	St. Elmo
Pounds, Nellie Roena	Carlyle
Prather, Charles Lee	Charleston
Prather, Eva	Charleston
Prather, William Bryan	Charleston
Price, Imogene Muriel	Ocone
Price, Leo Edward	Mattoon
Radke, Caroline Catherine	Newton
Rardin, Loyal Roscoe	Rardin
Reed, Ara Mabel	Toledo
Reed, Oma Ruth	Charleston
Rennels, Oma	Charleston
Rennels, Vivian Marie	Charleston
Richards, Ralph Webb	Charleston
Riggins, Lloyd	Charleston
Ring, Eli Franklin	Noble
Ritter, Lyman	Mt. Carmel
Roberts, Ersu May	Charleston
Roberts, Everl	Charleston
Root, Paul Vernon	Charleston

Rowlen, Florence Lavinia	Chicago
Russell, Mabelle Marie	Toledo
Russell, Nora	Toledo
Russell, Pearl	Toledo
Ryder, Bernice	Charleston
Ryder, Hal Richard	Charleston
Ryder, Harry Ellis	Wheeler
Sargent, Dorothy Violet	Charleston
Schahrer, Martin Otto	Olney
Schell, Edith Ida	Mason
Schneider, Nora Wilhelmine	Nokomis
Scott, Naomi	Oakland
Sefton, Clyde Harold	St. Elmo
Seiler, Lowell Ellis	Mt. Carmel
Senteney, Shelby Hostetler	Humboldt
Shields, Mary Frances	West Salem
Shortess, Pauline	Charleston
Schultz, Estella Elizabeth	West Salem
Smith, Lulu Inez	Greenup
Snowden, Laura	Mattoon
Stanberry, Letha Verlee	Charleston
Starr, Eva Velma	Bethany
Stayton, Edith Maurine	Trilla
Stewart, Nora Rachel	Charleston
Stiff, Oris Hutson	Dundas
Stitt, Elizabeth Catherine	Toledo
Stitt, Leora	Toledo
Stone, Ruth Evelyn	Charleston
Story, Floyd Everaldo	Charleston
Streevey, Electa Alma	Litchfield
Stroud, Roland Camby	Altamont
Tabor, Charles Harold	Allenville
Taubeneck, Imogene Evelyn	Marshall
Taylor, Dessie	Olney
Taylor, John Charles	Arthur
Teachenor, Mabel Lucile	Eldorado
Thiel, Stella Fanny	Brocton
Thompson, Bessie Florence	Charleston
Thompson, Earl Woody	Charleston

Thompson, Pearl Lina	Charleston
Thomson, Leroy Emmitt	Charleston
Todd, Fern Esther	Charleston
Todd, Leah Tina	Charleston
Tomberlin, Earl	Greenup
Traylor, Ross Jennings ..	Coffeen
Umfleet, Mamie Marie	Dundas
Vernon, Paul Dennis	Toledo
Wampler, Gertrude	Humboldt
Wampler, Hallie	Humboldt
Washburn, Mary Alice	Martinsville
Watson, Nellie Cadle	Charleston
Watts, Vernia Marie	Sharpsburg
Webster, Mildred Dell	Bible Grove
Webster, Richard Franklin	Bible Grove
Weger, Arthur	Flat Rock
Whalen, George William	Charleston
Whalen, Thomas Paul	Charleston
Wheeler, Sarah Mae	Olney
Whitesel, George Joseph	Charleston
Whitley, Daisy Dean	Cooks Mills
Wilcox, Ira Stephen	Greenup
Wiley, Opal Theresa	Charleston
Williamson, Wynter Wayne	Atwater
Wilson, Gladys Blanche	Charleston
Winkleblack, Mary Eloise	Bushton
Wood, Morris Clyde	Waggoner
Wright, Harry Spencer	Charleston
Yewell, Sarah Estelle	Golconda
Ziegler, Pauline Doris	Pinkstaff
Zimmerman, Dwight Jacob	Ashmore

Summer Term, 1912

Adkins, Blanche	Newton
Adkins, Docia	Newton
Albin, Leta Faye	Newman
John, Allinger	Sainte Marie
Alexander, Winnie Louise	Greenville
Allen, Tobitha Katherine	Carmi

Amick, Anna Myrtle	Oakwood
Anderson, Agnes Nancy	Taylorville
Anderson, Clara Alice	Charleston
Anderson, Esther Johanna	Milford
Anderson, Grace Pearl	Jewett
Anderson, Julia Ellen	Macoupin
Anderson, Minnie Leota	Jamaica
Anderson, Opal Emma	Jamaica
Apple, Viola Frances	Arcola
Arbuckle, Hazel	Oakland
Arends, Annis Lilian	Greenup
Armstrong, Leila Mae	Mt. Zion
Arnold, Clara May	Bellmont
Arnold, Margaret Grace	Waggoner
Ashbaugh, Edwin	Sumner
Bagott, Pauline J.	Kimundy
Baird, Helen	Indianola
Baird, Mabel Maude	Sumner
Baker, Myrtle Ellen	Ridegfarm
Baker, Nellie Esther	Martinsville
Bales, Lula Edna	Charleston
Balmer, Margaret Anna	Olney
Bamberger, Alvena	Champaign
Bamberger, Martha Juliana	Champaign
Banes, Gladys Grace	Hillsboro
Bangert, Nellie Faye	Taylorville
Barger, Joseph Louis	Charleston
Barker, Esther	Mattoon
Barnes, Callie Irene	Charleston
Bartels, Otilie Wilhelmina	Dieterich
Bartlett, Flossie Roena	West Union
Bartlett, Rolla Mulford	Beecher City
Batemon, Mae Leona	Tamalco
Batemon, Minnie Octa	Tamalco
Batson, Rosa	Marshall
Bayer, Bertha Rachel	Edwardsville
Bayliss, Maude	Kimundy
Beals, Myra Stella	Jewett

Beck, Claude H.	Allenville
Beckett, Bessie Fern	Patoka
Bell, Rosa Alice	Hoopeston
Bennett, Edna Olena	Charleston
Bennett, Lucile Marguerite	Danville
Berry, Anna	Mt. Zion
Berry, Burnice	Mt. Zion
Biedermann, Mary Lillian	Potomac
Birdzell, Mamie Pearl	Neoga
Birkett, Mary Irene	Mt. Carmel
Blevins, Minnie Ethel	Sorento
Bolds, James Kenton	Brownstown
Bolla, Ernest Gordon	Danville
Bond, Augusta Eleanor	Urbana
Bond, Luella Mabel	Champaign
Bottenfield, Alva Otis	Oblong
Bo Vard, Nola Dee	St. Elmo
Bowman, Elsie	Toledo
Boyer, Mamie Ann	Newman
Bracken, Vianna Grace	Sullivan
Braden, Edna V.	Dudley
Brandon, Imogene	Springfield
Brashear, John Herbart	Pinkstaff
Brayton, Virgul Lucile	Charleston
Breedlove, John E.	Dundas
Breezely, Matilda Ellen	Danville
Bridges, Maude Edith	Arcola
Briscoe, Sarah Lucile	Westfield
Britt, Ruby Lillian	Rantoul
Brockman, Benjamin Harrison	Nokomis
Brown, Albert H.	Vandalia
Brown, Clara Bogard	Vandalia
Brown, Clyde Everth	Hindsboro
Brown, Helen Ione	Westville
Brown, Maggie Catherine	Charleston
Bryant, Harry	Norris City
Burch, Kate Pearle	Ashmore
Burns, Maude Flossie	Sullivan
Burr, Rita Marie	Bone Gap

Burtner, Edna Mae	Newman
Burtner, Nellie Ethel	Allerton
Burton, Nellie Alice	Oakwood
Butcher, Hazel	Tuscola
Butcher, Lourissa	Tuscola
Butler, James Grove	Charleston
Byram, Fred C.	Enfield
Cadle, Chester Junius	Charleston
Calet, Blanche Rachel	Pana
Campbell, Gladys	Oakland
Campbell, Theresa Cecelia	Westville
Carroll, Earl Green	Mt. Vernon
Carroll, Katherine Cecilia	Brocton
Carter, Jessica Phe	Onarga
Carwell, Virginia	Lerna
Case, Jennie	Charleston
Casey, Isabel	Pana
Cassady, Minnie Ellen	Paris
Caughey, Joy	Robinson
Cessna, Hester Ellen	Danville
Chamberlain, Gladys Elva	Herrick
Chapman, Katherine	Westville
Chapman, Myme	Westville
Chasco, Anna	Assumption
Chenoweth, Lela Marian	Charleston
Cherry, George W.	Charleston
Chesterman, Maude Viola	Taylorville
Church, Martha Elizabeth	Georgetown
Clabaugh, Emma Agnes	Neoga
Clark, Nancy Annis	Dalton City
Clarke, Avagail	Mattoon
Clawson, Eva Fay	Windsor
Clearwaters, Beulah	Hillsdale
Coale, Elizabeth Fairleigh	Hillsboro
Cochran, Dora Esther	Sullivan
Cockelreas, Mary Caroline	Irving
Coffey, Anna Elizabeth	Ashmore
Cone, Maude Rebecca	Cincinnati, Ohio
Conklin, Roscoe Edgar	Urbana

Conrad, Charles William	Charleston
Cook, Madge Rebekah	Georgetown
Cook, Nellie Kathleen	Vermilion Grove
Cooke, Bessie May	Mattoon
Cooper, Hazel	Pesotum
Cooper, Juna Mae	Allerton
Copen, David Earl	Effingham
Copple, Esther Pearl	Centralia
Cornwell, Ruth	Paris
Couchman, Alice Irene	Sumner
Cougill, Ethel	Lakewood
Coulter, Grace Edna	Flat Rock
Counton, Elbert Wesley	Irving
Cox, E. Pearl	Hutsonville
Cox, Mary Lena	Shelbyville
Cozad, Henrietta Louise	Decatur
Craver, Bernice Creola	Mason
Crawford, Clementine	Tolono
Cress, Mabel	Hillsboro
Crispin, Lasca Dewey	Charleston
Cross, Ada Marie	Boody
Cruit, Beulah Ruth	Findlay
Crunelle, Irene Ruth	Pana
Cunningham, Guy Alfred	Bismarck
Curtis, Bernice May	Gays
Cusick, Ella Catherine	Dwight
Cusick, Sarah Emily	Chrisman
Daigh, Ethel Lee	Breckenridge
Daniels, Lillian Fern	Newman
David, Susie Beatrice	Paris
Davis, Eva Cassimeria	Beecher City
Davis, John Martin	Beecher City
Davis, Mabel Ernestine	Charleston
Davis, Mary Charlotte	Hume
Davis, Ruby	Gays
Dawson, Mary Blanche	Cooks Mills
Day, Byron Dewitt	Oakland
De Board, Sherman Lee	Enfield
De Villers, Ella Ruth	Patoka

Devore, Fern Odessel	Findlay
Dewhirst, Gladys	Olney
Dewhirst, Idelle	Noble
Dewhirst, Lucile	Charleston
Dial, Florence Edna	St Elmo
Dickson, Henrietta	Albion
Dieckmann, Ada Elizabeth	Vandalia
Diggs, Mary Eva	Oakwood
Dippold, Elizabeth Freda	Edwardsville
Dixon, Pearlie Claud	Scotland
Dodd, Marguerite Benita	Virden
Dodd, Opal Sarah	Martinsville
Dodds, Nola Lee	Casey
Dollahan, Martin Leland	Lawrenceville
Donovan, Margaret	Assumption
Doolen, Ruth Agnes	Kinmundy
Doscoska, Anna	Charleston
Dougherty, Ralph	Lis
Downard, Anna Clay	Bement
Drake, Bertha Pearl	Oblong
Drake, Edna	Gays
Drake, Julia Angeline	Humboldt
Driscoll, Irene	Charleston
Driskell, Lola May	Mattoon
Drury, Lillian Lucille	East St .Louis
Duban, Olive Leone	Edwardsville
Dugas, Frank Emil	Westville
Dulin, Nina	Brocton
Durbin, Matthias Edward	Clarksdale
Durham, Florence	Plainview
Durkee, Mary Belle	Tower Hill
Dush, Charlotte Lucretia	Cowden
Dwyer, Anna Margaret	Charleston
Dwyer, Jay Francis	Lake City
Dwyer, Katherine	Charleston
Eads, Emma	Raymond
Eads, Henry Chester	Arthur
Eads, Mary ThurmanArthur

Eagan, Fannie Killie	Kinmundy
Eagler, Benjamin H.	Hume
Edgar, Ruth	Oakdale
Edgington, Herman	Flat Rock
Edwards, Elizabeth	Hillsboro
Ehlers, Orra Hannah	Altamont
Elam, Cecile Dorothy	Martinsville
Elam, Velma Belle	Mulberry Grove
Eldridge, Kittie	Lerna
Ellington, Cynthia Fay	Martinsville
Ellington, Mary Alice	Westfield
Elliot, Edna Grace	Potomac
England, Earl O.	Murdock
Evans, Blanche	Hoopeston
Evans, Chester William	Grayville
Evans, Myra Minerva	West York
Ewald, Paul George	Mt. Carmel
Ewing, Mayme Ceycle	Arcola
Fauson, Frances Arthemeise	Danville
Fawkes, Ina Naomi	Albion
File, Ralph Nelson	Reno
Flaherty, Cecil Park	Charleston
Flaherty, William Patrick	Charleston
Fletcher, Bertha Florence	Dalton City
Fletcher, Ruth Edith	Sorento
Fogler, Erma Pauline	St. Elmo
Folck, Minnie Ruth	Palestine
Foltz, Earl E.	Wheeler
Foor, Franklin	Shelbyville
Forester, Pearl May	Ramsey
Fox, Clara	Shelbyville
Fox, Lillie	Shelbyville
Franklin, Eleanor May	Casey
Freeman, Charles Delbert	Divernon
Freeman, Marina Madge	Charleston
Fry, Minnie Emeline	Robinson
Frye, Ruth Flynnne	Charleston
Funk, Goldie Dorothy	Moriah
Funk, Nina Mae	Moriah

Furness, Mabel Mary	Sullivan
Gaddis, Llewellyn	Tower Hill
Galster, Augusta Emilie	Tower Hill
Galster, Louise Theodora	Tower Hill
Gardner, Marie Agnes	Charleston
Gates, Alma Marie	Shelbyville
Gatons, Nellie Belle	Herrick
Gerhard, Emma Rebecca	Shelbyville
Giffin, William Earl	Charleston
Gilbert, Clifford Byrdell	Oakland
Gillespie, Leslie Clinton	Dexter
Gleespen, Stella Agnes	Morrisonville
Goldsmith, Alonzo Fremont	Jewett
Goodner, Edna	Ridgefarm
Goodwin, Viva May	Maroa
Gordon, Bessie Irene	Hillsboro
Gordon, Homer King	Charleston
Gracheck, Frances Helen	Peoria
Graf, Edna Mary	Alhambra
Grant, Frances	Charleston
Graves, Margaret Marie	Danville
Gray, Beulah Ethel	Neoga
Graybill, Beatrice Anne	Shelbyville
Green, Golden	Robinson
Greene, Esther Curtis	Charleston
Gregory, Earl Richard	Moweaqua
Grethe, Augusta Bertha E F.	De Land
Grindle, Perlle Ruth	Sullivan
Grissom, Estella Harriet Jane	Toledo
Gross, Linda Marie	Atwood
Grotts, Fred	Raymond
Gubelman, Tillie Myrtle	Mt. Carmel
Gullett, Nellie May	Mattoon
Gullick, Libbie Marie	Alhambra
Gurtner, Beatrice Hartzell	Brownstown
Hale, Garnette Vern	Indianola
Hale, Hazel Inez	Indianola
Hall, Grace Edith	Edwardsville
Hamilton, Edith	Marissa

Hammer, Alma Gertrude	Charleston
Hammer, Gwendolyn Isabelle	Charleston
Hancock, Fannie	Windsor
Hancock, Nelle	Windsor
Haney, Hulda	Arthur
Hanks, Augusta Helen	Danville
Hannon, John Joseph	Farmersville
Hardwick, Pearl Belle	Murdock
Harrington, Julia Agnes	Humboldt
Harrington, Norah Frances	Arcola
Harris, Daisy Margaret	Pana
Harris, Frances Hyde	Moweaqua
Harrison, Lotty Mae	Charleston
Harrison, Nellie Alice	Newton
Harshman, Orpha Ellen	Ramsey
Hart, Bernice Susan	Longview
Hart, Irma Sue	Tower Hill
Hart, Mafra Ruby	Longview
Haskins, Mittie Quinn	Grape Creek
Haworth, Mary	Ridgefarm
Haycraft, Bessie Ellen	Plainview
Hayse, Lillian Dolena	Mt. Vernon
Heacock, Ruby Marie	Tuscola
Heckert, Mattie Belle	St. Elmo
Henderson, Ella Geneva	Neoga
Henderson, Lora Belle	Watson
Hennessy, Margaret Jenn	Pennfield
Henry, Flossie Ethel	Kansas
Hildreth, Leslie Marquis	Paris
Hill, Belvia B.	Toledo
Hill, Gertrude Ozeta	Sullivan
Hill, Ross	Toledo
Hill, Sadie M.	Toledo
Hines, Margaret Cecelia	Moweaqua
Hines, Mary Rose	Moweaqua
Hogue, Frances Grace	Oakland
Holderby, Eva Marie	Owaneco
Hopkins, Ada Gertrude	Decatur
Hopkins, Mary Morton	Champaign

Horsley, Maude	Camargo
Hottel, Esther Ophelia	Danville
Housel, Olive	Hindsboro
Hubbartt, Forrest	Mode
Huber, Iva Clara	Charleston
Huber, Mary Jane	Sullivan
Hudson, Minnie Virginia	Harrisburg
Huffman, Eva Ellen	Charleston
Hughes, Esther	Hillsboro
Hunt, Bertha	Rose Hill
Hursh, Mabel	Vandalia
Hutchison, Jessie Marie	Hoopeston
Ikeler, Mamie Theo	Birds
Jeffris, Sybil	Charleston
Jinkins, Albert Nathaniel	Fairmount
Johnson, Allie Harding	Newton
Johnson, Hazelle Alice	Shelbyville
Johnson, Loren L.	Charleston
Johnston, Donald Compton	Charleston
Johnston, Ethel Pearle	Charleston
Jones, Bessie Juanita	Hoopeston
Jones, Carrie Elizabeth	Lincoln
Jones, Daisy Doreen	Trilla
Jones, Mae Elizabeth	Staunton
Jones, Stella Cecile	Martinsville
Jones, Virgie Lillian	Newman
Jordan, Grace Josephine	Morrisonville
Joyce, Mabel	Coffeen
Kasserman, Don Henry	Newton
Kaufmann, Gertrude Mary	Newton
Kaufmann, Julia Mary	Newton
Kaufman, Philomena Agnes	Newton
Keeler, Otis	Brownston
Keifer, Lydia Katherine	Marshall
Keithley, Nina Brown	Hillsboro
Kellermann, Eleanor Teresa	Edwardsville
Kennedy, Mamie	Assumption
Kettelkamp, Huldah Leola	Nokomis

Kibler, Opal Anstance	Charleston
Kiefer, Joseph	New Baden
Kilgore, Edna Charlotte	Charleston
Killie, Evelyn Hope	Kinmundy
Kimball, Lulu	Westfield
King, Aimee Winsome	Chicago
Kirk, Elizabeth	Oblong
Klick, Theodora Tolbert	Camargo
Knight, Freda Faye	Kansas
Koelmel, Louise Isabelle	Blue Mound
Krause, Fred Herman	Dieterich
Kyner, Mayme	Moweaqua
Lackey, Dorothy Elizabeth	Robinson
Lackey, Ollie Lee	Robinson
Lahey, Anna Rose	Mattoon
Lane, Chlora May	West Liberty
Larrance, Nelle Marie	Vermilion Grove
Lauher, Lillie May	Charleston
Lawlis, Rose Cecelia	Assumption
Leach, Harvey Dean	Charleston
Leamon, Nellie V.	Advance
Lear, Lenore Lillian	Tuscola
Leavitt, Hazel	Saylor Springs
Lebeck, Otto W.	Harvel
Lee, Bessie	Robinson
Lee, Charles Franklin	Mt. Vernon
Lee, Flossie Elaine	Casey
Lee, Jennie	Danville
Lee, Jurita May	Greenup
Le Grande, Pearl	Shelbyville
Legru, Flora Mary	Pana
Leigh, Bessie Octavia	Taylorville
Leitch, Ruth Anita	Charleston
Levitt, Zella Augusta	Wheeler
Lewis, Ethel Chloe	Tolono
Lewis, Ethel De	Olney
Lilly, Maude	Arthur
Linder, Kate Ethel	Alton
Linder, Mary Davis	Hume

Lindsay, Sara	Flat Rock
Lipple, Katherine May.....	Vandalia
Littlejohn, Vernon	Hardinville
Livengood, Elizabeth Fern	Raymond
Livergood, Alice Eva	Stonington
Long, Goldie Mae	Atwood
Long, Ruth	Charleston
Love, Juneta Grace	Charleston
Lovett, Alice Blanche	Onarga
Madison, Bo-Della Margaret	Clifton
Madison, Martha Chryste	Clifton
Malcolm, Sophia Grear	Westfield
Malhoit, Nora Aloysia	Assumption
Manley, Elizabeth	Paris
Mann, Elsie Almira	Shumway
Maples, Ira Franklin	Newton
Markel, Pearl Viola	Hillsboro
Marsh, Fern Marie	Vermilion Grove
Marshall, Olive	Paris
Martin, Bonnie Ethel	Westville
Martin, Enoch Winford	Christopher
Martin, Gertrude Zella	Outten
Martin, Mayme	Christpoher
Martin, Rowena Floss	Sumner
Martin, Russell Morgan	Charleston
Mason, Nellie Crews	Wheeler
Matthews, Blanche	Smithboro
Maxey, Florence Eden	Hume
Maxey, Rosettie	Oblong
Maxfield, Roy F.	Beecher City
Mayfield, Minda Belle	Tamalco
McCallister, Celesta Austus	Arcola
McCarty, Inez Azetta	Robinson
McClain, Alma	Armstrong
McClellan, Ethel	Neoga
McClory, Gertrude	Trowbridge
McCord, Wilhelmina Fouts	Vandalia
McCormick, Bertha Life	Brownstown
McDonald, Coe Delos	Golden Gate

McDougle, Elizabeth	Charleston
McDougle, Grace Almira	Humboldt
McDougle, May	Charleston
McDowell, Hattie May	West Salem
McDowell, Mayme Elizabeth	Sumner
McGinnis, Lillian	Newton
McIntosh, Flora Epworth	Mattoon
McKenzie, Fannie Beatrice	Charleston
McKenzie, Letah Adlene	Danville
McKibben, Arletta Gertrude	Bone Gap
McKinley, Ursel	Newton
McKittrick, Bessie Ellen	Tower Hill
McLain, Ethel May	Mattoon
McLaughlin, Mary Cecelia	Paris
McLin, Cora May	Fairfield
McMichael, Lillian	Alhambra
McMillen, Pearl Maude	Cowden
McNary, LeRoy	Marshall
McPherron, Nelle Trimble	Homer
McQueen, Flo Ensley	Murdock
McQuillin, Nellie Grace	Ridgefarm
McVey, Blanche	Sorento
Miener, Clara Anna	Trenton
Miles, Alma Mary	Rosemond
Miles, Delsie R.	Rosemond
Miller, Bertie Ethel	Westfield
Miller, Della M.	Toledo
Miller, Esther Ella	Shumway
Miller, Mildred Menervia	Enfield
Miller, Pearl Hobart	Toledo
Miller, Russell Stevenson	Breckenridge
Milone, Edith	Olney
Mitchell, Daniel Palmer	Loxa
Moffett, Grace Zimmerly	Paris
Monohon, Gladys Iva	Milford
Moody, William Enos	Georgetown
Moore, Gertie May	Cowden
Morgan, Ava Agnes	Oconee
Morgan, Beatrice Bernese	Tower Hill

Morgan, Eunice Elizabeth	Tower Hill
Morris, Blanche Mitchell	Neoga
Morrissey, Florence	Farmersville
Morse, Ora	Findlay
Moulton, Nellie Garnet	Danville
Murphy, Neta	Taylorville
Murray, Lena Faye	Taylorville
Musgrove, Zola Clemance	Newton
Myatt, Solon Wesley	Greenville
Myers, Anna Edyth	Greenup
Myers, Lona Alice	Olney
Nail, Goldie May	Paris
Nash, Vern Azel	Morrisonville
Natho, Esther Leota	Danville
Naumer, Lora Irene	Altamont
Neal, Christine	Neoga
Neal, Claribel	Noble
Neill, Harriet Anna	Vandalia
Nesbitt, Mary Elizabeth	Catlin
Newman, Grace	Charleston
Nichols, Leila Blanche	Kinmundy
Niswonger, Estella Josephine	Trowbridge
Nolan, Mary Agnes	Morrisonville
Norris, Anna Mary	Owaneco
Norton, Ethel Effie	Birds
Norton, Lucy	Birds
Norvell, Muriel Bell	Butler
Norviel, Ida G.	Greenup
Oakwood, Grace	Oakwood
O'Hair, Mayme Lee	Charleston
Orlea, Helen	Danville
Orr, Gertrude	Sidell
Orr, Mabel	Sidell
O'Toole, Bertha Agnes	Danville
Paden, Josephine	Hillsboro
Paine, Dora Elva	Greenville
Park, Retta Alline	Moweaqua
Parker, Cena	Westfield
Parker, Cleta	Westfield

Parker, Minnie	Marshall
Parker, Ruth	Bement
Patrick, Adah	Decatur
Payne, Lillie Mae	Newton
Payne, Nelle Elizabeth	Allerton
Pendergast, Emily Katheryn	Charleston
Pendleton, Myrtie Irene	West York
Percival, Lettie Jennie	Mason
Perkinson, Ethel Josephine	Kansas
Perring, Faye	Rantoul
Perry, Ella	Toledo
Peters, Dora Fern	Gays
Peters, Geneva Condon	Greenup
Peters, Nelle Mary	West Salem
Petterson, Belle	New Douglas
Pew, Blanche Agnes	Litchfield
Pfingsten, Mary Louisa	Stewardson
Phillips, Adell Lucinda	Hillsboro
Phillips, Nellie	Pana
Phillips, Veronica Nelle	Pana
Phipps, Anna Emma	Charleston
Pick, Ella Wilhelmina	Hillsboro
Pick, Emma Lena	Hillsboro
Pierce, Alta Mae	Pana
Pinkstaff, Orra Ford	Lawrenceville
Pinkstaff, Ralph Waldo	Lawrenceville
Polk, Helen Lucile	Hume
Pollitt, Rosa Nelle	Ridgefarm
Ponsler, Clarence Monroe	Holland
Ponsler, Prudence	Holland
Popham, Helen Emma	Charleston
Popham, Jessie	Charleston
Powell, Enola Grace	Sullivan
Price, Eva Ethel	Lakewood
Proctor, Cleta Fae	Edwardsville
Prust, Cora Edith	Walnut Prairie
Pryor, Jesse Allen	Vandalia
Putnam, Dora A.	Penfield
Randolph, Chester A.	Lerna

Rankin, George Barrington	Charleston
Rankin, Lois Johnson	Morrisonville
Rankin, William Merle	Charleston
Record, Allie	Shelbyville
Redding, Lula Augusta	Coffeen
Reece, Aliver Esbem	Brownstown
Reed, Lorena Marie	Charleston
Reed, Nina Ethel	Shelbyville
Reedy, Ola May	Sullivan
Rennels, Dessie Golden	Charleston
Resler, Gertrude Omega	Noble
Revilla, Rudolph R.	Chihuahua, Mexico
Richards, Mabel Elsie	Fithian
Richardson, Esther Delena	Macon
Richardson, Mae	Tolono
Rider, Goldie Ethel	Pana
Ring, Eli Franklin	Noble
Rippetoe, Elsie Ruth	Dexter
Ritchey, Hattie	Vandalia
Robb, Myrtle Arvel	Windsor
Roberts, Altabelle	Claremont
Roberts, Betty Matilda	Oconee
Roberts, Jessie Evelyn	Oconee
Roberts, Lucy Ellen	Hillsboro
Roberts, Orlena Virginia	Arcola
Robertson, Clyde Edward	Tuscola
Robertson, Constance	Greenup
Robinson, Mary Virginia	Charleston
Robinson, Nellie Elizabeth	Taylorville
Rodgers, Faye Rhiesta	Charleston
Rodgers, Orval Carson	Charleston
Roney, Margaret Edith	Decatur
Rose, Lucinda Edna	Windsor
Rosenberger, Elizabeth	East St. Louis
Russell, Irma Julia	Altamont
Russell, Katherine Beatrice	Staunton
Russell, Lewis Everett	Newton
Russell, Zelma	Toledo
Ryan, Leonore Cecelia	Mattoon

Sabine, Delia Delile	Taylorville
Schell, Edith Ida	Mason
Schmaelzle, Albert Michael	Charleston
Schneider, Nora Wilhelmine	Nokomis
Schrodt, Clara Josephine	Mt. Carmel
Schrumpf, Rose Anna	Highland
Scotten, Bertha A.	Newman
See, Irene Melba	Kinmundy
Selby, Helen Edna	Danville
Sennett, Blanche Marie	Wellington
Serviss, Gladys Helena	Charleston
Sexson, Portia Winona	Charleston
Sexton, Gertrude	Hardinville
Seymour, Camilla Isabel	Hillsboro
Sharp, Mildred	Mattoon
Shepherd, Irene	Coffeen
Sherman, Mose	Lake City
Shipman, Ressa Myrtle	Hardinville
Showers, Fannie Evalena	Bethany
Shrader, Dora	Humboldt
Shroyer, Reed Miller	St Francisville
Shult, Leta Ella	Sorento
Shultz, Estella Elizabeth	West Salem
Shuping, Beulah Geneva	Witt
Simpson, Luther Franklin	Moweaqua
Sinclair, Ruth Elaine	Martinsville
Skidmore, Susan Eava	Newman
Sloan, Clarence Alonzo	Herrick
Sloan, Nellie Mae	Casey
Smart, Mattie Jane	Herrick
Smith, Edna Catherine	East Alton
Smith, Esther Gladys	Noble
Smith, Evelyn Irene	Assumption
Smith, Hattie	Robinson
Smith, Laura Ethel	Indianola
Smith, Perry Clement	Kemper
Smith, William S.	Cooks Mills
Snerly, Charles F.	Vandalia
Snyder, Emma Augusta	Coffeen

Sparks, Edna Blanche	Ashmore
Spates, Mary Gladys	Taylorville
Spencer, Elizabeth	Robinson
Spencer, Etta Mae	Kinmundy
Spencer, Kate Ellen	Robinson
Springer, Jessie Evelyn	Edwardsville
Springer, Mary Virginia	Edwardsville
Sprout, Glenna Juanita	Charleston
Staley, Ettie	Hume
Stanberry, Letha Verlee	Charleston
Stark, Clara Elizabeth	Charleston
Starks, Bessie Mabel	Westville
Steele, Ruby Mae	Danville
Steger, Rose	Montrose
Steinbaugh, Willie	Danville
Stewart, Della Myrtle	Arcola
Stewart, Stanley E. C.	Vandalia
Stilwell, Grace	Westfield
Stine, Bessie Mae	Noble
Stine, Ruth Lee	Danville
Stitt, Gladys Lodena	Toledo
Stoltz, Mary Anderson	Sumner
Stone, Ruth Elizabeth	Newman
Storm, Foster B.	Neoga
Storm, Mabel Fern	Morrisonville
Story, Savannah	Charleston
Strawser, Elizabeth	Danville
Stump, Grace Kinser	Irving
Sturgis, Okla H.	Shelbyville
Sullivan, Catherine Genevieve	Stonington
Sullivan, Mayme	Charleston
Sutter, Anna	Effingham
Swift, Mary Elizabeth	Kinmundy
Tabor, Bettie Blanche	Alhambra
Tabor, Carrie Mae	Alhambra
Terry, Edna Fern	Charleston
Thiel, Stella Fannie	Brocton
Thomas, Cordia Melvina	Assumption
Thompson, Charles Darwin	Ridgefarm

Thompson, Ethel Lenore	Sullivan
Thompson, Thomas Alexander	Arcola
Thomson, Leatha Maud	West Salem
Tinsman, Maggie	Lerna
Tobey, Harriet Newell	Westfield
Tolly, Ruth	Charleston
Toy, Ellen Lillian	Raymond
Tressler, Lillian	Lakewood
Troutman, Carrie B.	Charleston
Troutman, Mary Elizabeth	Charleston
Truax, Ethel Loraine	Oakland
Turner, Mabel Irene	Sorento
Turner, Norma Grace	Hillsboro
Turpin, Floe Viola	Ridgefarm
Twigg, Esther Ruth	Brocton
Twigg, Helen Rose	Brocton
Tyrrell, Clara	Ashmore
Vaughan, Agnes Lucille	Taylorville
Vaughn, Belva Blossom	Sidell
Vaughn, Pearl	Greenville
Vaughn, Ura Jessie	Sidell
Vaught, Nettie	Westville
Vernon, Edith Blan	Toledo
Voderberg, Alma Leonora	Greenville
Volk, Elizabeth Minnie	Bogota
Vollmer, Margaret Mary	Lake City
Volz, Olga Estelle	Alton
Walker, Mary Ethel	Mattoon
Walsh, James Joseph	Mattoon
Warren, Cora Belle	Tower Hill
Watkins, Grace	Charleston
Weiler, Anna Cecilia	Claremont
Meiler, Clotilda	Claremont
Welker, Rollie Prescott	Wheeler
Wharton, Laura Maud	Edgewood
Wheat, Charles Eugene	Strasburg
White, Callie	Oakland
White, Mary Alberta	Hillsboro
White, Mary Florence	Grayville

White, Nellie Gertrude	Hillsboro
White, Rena	Charleston
White, Wreatha	Charleston
Widdows, Nellie Lucille	Newman
Widger, Fannie Elam	Mulberry Grove
Wilcoxon, Mabel Lucy	Grape Creek
Wiley, Flossie	Kansas
Willcockson, Ruth	Pana
Williams, Mary Alpha	Bogota
Williams, Effie Alma	Vermilion Grove
Williams, Martha Eliott	Mattoon
Williams, Melvin Thomas	Greenup
Williams, Rose Myrtle	Shelbyville
Williams, Ruth Frances	Shelbyville
Williams, Zula Leona	Greenup
Williamson, Wayne Shepherd	Fillmore
Wilson, Amy Rose	Belle Rive
Wilson, Grace Edythe	Albion
Wilson, Ilva Imogene	Taylorville
Wilson, Winifred	Atwood
Wiman, Lester	Oblong
Winslow, Kenova Crystal	Greenup
Winter, Fannie Emaline	Nokomis
Witt, Mary	Plainview
Witta, Florence Bessie	Charleston
Witters, Clara Etta	Charleston
Witters, Laura Alice	Charleston
Woodall, Jennie H.	Taylorville
Woodrow, Cornelia	Grayville
Woodruff, Nell Olivia	Hillsboro
Wooll, Jessie Virginia	Hillsboro
Wright, Nell Geraldine	Carrollton
Wright, Ruth Augusta	Findlay
York, Horace Martin	Lerna
Young, Flossye Margaret	Girard

PUPILS IN MODEL SCHOOL

Ninth Grade

Adair, Frank	Dunn, Esther
Adair, Fred	Freeman, Charles
Baird, Lynn	Gaiser, Elsie
Bigler, Clara	Giffin, Russell
Boyer, Ernest	McKenzie, Mabel
Carothers, Anna	Milburn, Helen
Cherry, Ola	Robinson, Clara
Cochran, Edgar	Serviss, Robert
Cox, Eva	Stewart, Donald
Cox, Mary	Watson, Verna
Craft, Estelle	Wilkinson, Faith
Crim, Charles	Wilkinson, Fern
Doty, Esther	

Eighth Grade

Anderson, Hester	Hanley, Flora
Anderson, Irene	Hoseney, Ora
Bailey, Ruth	Kelley, Chloral
Baker, Glenn	King, Irene
Barner, Edith	Lee, Edna
Bates, Esther	Lee, Randall
Bull, Franklin	List, Floyd
Cherry, Elmer	Newman, Buel
Cone, William	Newman, Harold
Craig, Chloteele	Pierce, Cleta
Crowe, Mary	Rosebraugh, Linder
Dice, Erma	Sims, America B.
Edmon, Glen	Stanberry, Malora
Gordon, Eugene	Wilson, Floyd
Gray, Mildred	Worst, Harold
Hampton, Roscoe	

Seventh Grade

Ashby, Ruby	McCarthy, Josephine
Bails, Clifford	McGurty, Edward

Blackford, Robert	Nehrling, Lucile
Boyer, Ralph	Rodgers, Reuel
Buckler, Elza	Root, Merle
Carman, Gage	Rowlen, Alice
Carothers, Arnold	Ryder, Louise
Cook, Leslie	Serviss, Trevor
Crowe, Edith	Shoot, Lorraine
Diemer, Alma	Shoot, Tilford
Foreman, Harriette	Springer, Florence
Galbreath, Sarah	Stevens, LeRoy
Gray, Evelyn	Talbott, Carlos
Greene, Lucile	Tremble, Ronald
Jones, Mildred	Turner, Stephen
Lashbrook, Abbie	Walker, Irene
Livingston, William	Wickham, Lulu
Long, Dorothy	Wilson, Paul
Love, Mildred	

Sixth Grade

Berry, Josephine	May, Truman
Blanford, Charles	McCarthy, Marian
Byers, Maurine	Millar, Julian
Carothers, Paul	Randolph, Blanche
Cone, Mary Elizabeth	Rutan, Dorothy
Cook, Raymond	Roberts, Dorothia
Edman, Virginia	Shafer, Doris
Fawley, Richard	Shanks, Paul
Giffin, Veva	Watson, Wayne
Lashbrook, Lucile	Wilson, Fern
Love, Louis	

Fifth Grade

Adair, Mary Ellen	Livingston, Rachel
Anderson, Gray	Lynch, James
Barnes, Vernon	Lynch, Lee
Bell, Cyril	Miles, Barbara
Carman, Max	Mitchell, Reba
Carpenter, Ruth	Nehrling, Dorothy

Chenoweth, Beulah	Shanks, Muriel
Cherry, Clestie	Shanks, Rocha
Cochran, Omar	Talbot, Lenore
Cox, Clifford	Tate, Hariet
Hampton, Marguerite	Thomas, Ruth
Kerans, Josiah	Tremble, Florence
Lashbrook, Maggie	

Fourth Grade

Anderson, Audley	Lang, Luther
Anderson, Sumner M.	Lashbrook, Irene
Bagley, Madeline	Love, Marjorie
Bottrell, Zella	Marshall, Donald
Briggs, Frances	Popham, Ross
Briggs, Katherine	Shafer, Myrle
Coon, Paul	Toops, Jessie
Grant, Fern	Tremble, Shirley
Griffith, Marian	Wilson, Elmer Emerson
King, Thelma	Wilson, Goldie

Third Grade

Bailey, Robert	Iknayan, Alfred
Bell, Geneva	Jordon, Lucile
Buckler, Irma B.	Lang, Lillie
Carothers, Loren	Livingston, Roy
Cossell, Bradford	Lynch, Margaret
Craig, Carlos	McCarthy, Katherine
Crim, Clarence	Mitchell, Paulina
Crowe, John Albert	Stewart, Ruth
Gray, Catherine	Thomas, Lester M.
Heistand, Emily	Toops, Claude
Huber, Bennie	Walker, Herman

Second Grade

Adair, James	Fasig, Bernice
Bailey, Ralph	Fawley, Ruth
Barnes, Vera	Feagan, Ruth
Blackford, Harold	Goble, Denzil
Brown, Herbert	Grove, Harold

Cone, Russel
Coon, Margaret
Cox, Dorothy
Craig, Russel
Dewhirst, Allen
Dodds, Wayne

Hackett, Dorothy
List, Miriam
Livingston, Alfred
Love, Edwin
Mitchell, Anne
Shafer, Helen

First Grade

Allison, Genevieve
Ball, Charles
Berkley, Marian
Brown, Jessie
Brown, Paul
Cheney, Helen
Cherry, John
Crispin, Carleton
Eckenrode, Kenneth
Freeman, Mary
McNear, Ray

Mitchell, Harry
Popham, Russel
Redman, Helen
Reynolds, Pearl
Root, Dorothy
Rutan, Clifford
Shoot, Robert
Stewart, Claire
Stone, Prentice
Thompson, Glendale
Wells, Lester

SUMMARY

	'06-7	'07-8	'08-9	'09-10	'10-11	'11-12	'12-13
Normal Department	332	397	427	449	484	490	511
Summer School - -	429	452	504	452	460	584	740
	761	849	931	901	944	1074	1251
Model School - - -	260	229	228	222	223	219	225
	1021	1078	1159	1123	1167	1293	1476
Counted Twice - -	58	50	61	55	57	54	72
Total - - -	963	1028	1098	1068	1110	1239	1404

COUNTIES REPRESENTED

Bond	Franklin	Moultrie
Champaign	Greene	Peoria
Christian	Iroquois	Piatt
Clark	Jasper	Pope
Clay	Jefferson	Richland
Clinton	Jersey	St. Clair
Coles	Lawrence	Saline
Cook	Livingston	Sangamon
Crawford	Logan	Shelby
Cumberland	Macon	Vermilion
Douglas	Macoupin	Wabash
Edgar	Madison	Washington
Edwards	Marion	Wayne
Effingham	McHenry	White
Fayette	Montgomery	

OTHER STATES REPRESENTED

Indiana	Missouri	Pennsylvania
Mexico	Ohio	

GRADUATES

1900

Beeman, Marion N.	Robinson
Goble, Lloyd	Westfield
Koons, Guy J.	Oakland
Volentine, Bertha	New Douglas

1901

Caldwell, William A.	Neoga
Davis, Martha W.	Charleston
Doyle, Edna	Lern
Haley, Nelle	Arcola
Iles, I. Victor	Dudley
Neal, Gertrude	Charleston
Scheytt, Clara J.	Charleston
Shoemaker, Theodora	Charleston
Slemmons, Antionette L.	Paris
Vail, Frances De C.	Charleston
White, Millie E.	Charleston

1902

Carothers, Ida E.	Mattoon
Edman, Frances	Charleston
Fiock, Edward J.	Olney
Foster, Sylvia S.	Girard
Gaiser, Katherine	Charleston
Harding, Gertrude	Charleston
Moore, Florence	Charleston
Parks, Laura A.	Dexter
Riggins, John A.	Hutton
Shy, Nelle	Kansas
Ward, Jennie	St. Mary's, Indiana
White, Mahala	Charleston
Woodson, Elsie	Charleston

1903

Balter, Gertrude A.	Charleston
Dougherty, Phillip	Charleston
Doyle, Eliza	Lerna
Ellison, Grace	Mattoon
Farrar, Roscoe	Dorans
Ficklin, Mary	Charleston

Freeman, Ernest	Charleston
Gordon, Charles	Lawrenceville
Harker, Josephine	Peoria
Harrah, Hattie A.	Charleston
Harris, William	Moweaqua
Huston, Myrtle	Charleston
Jenkins, Katherine	Charleston
Littler, Sherman	Potomac
Lumbrick, Arthur	Charleston
McDonald, Alice B.	Charleston
Persons, Zulu	Danville
Reeder, John C.	Humboldt
Shannon, Mary	Mattoon
Shoot, Bonnie	Charleston
Stewart, Charles	Charleston
Wade, William E.	Redmon
Wallace, Charles	Charleston
Wright, Mabel	Charleston
Young, Eva N.	Effingham

1904

Anderson, Ethel	Charleston
Bubeck, Charles M.	Marshall
Bullock, Florence W.	El Paso
Byers, Bessie B.	Charleston
Coon, Mary W.	Charleston
Dewhirst, David M.	Olney
DeWolfe, John C.	Pana
DeWolfe, Lucy L.	Pana
Dorris, Sylvanus A.	Isabel
Ferguson, Jessie L.	Charleston
Hagemeyer, Bartlett	Butler, Kentucky
Hays, Cecilia, M.	Mattoon
LaRue, Ruth A.	Etna
Littler, Carrie	Potomac
Lycan, Lydia B.	Kansas
McDonald, Louis L.	Charleston
Rapp, Martha B.	Mattoon
Rauch, Arlie B.	Charleston
Record, Loue	Charleston

Sims, Nelle	Charleston
Thissell, Bessie I.	Charleston
Walker, Emma	Casey
Waggoner, Alvin	Gays
Weatherly, Carrie	Paris
Webb, Anna	Charleston
Wilson, Ethel V.	Chrisman

1905

Anderson, Mabel	Charleston
Balch, Eva	Lerna
Balch, Flora	Lerna
Bradley, Irma M.	Charleston
Brewer, Mary	Charleston
Cavins, Henrietta O.	Mattoon
Chumley, Eugene	Owaneco
Cottingham, Carrie E.	Charleston
Edman, Minnie	Charleston
Ferrish, Lewis ..	Charleston
Gannaway, Ethel	Charleston
Henderson, Frank	Isabel
Hobbs, Anna C.	Charleston
Honn, Edward F.	Charleston
Honn, Josephine W.	Ashmore
Huron, Helen B. ...	Charleston
Lee, Jessie E.	Pesotum
Littler, Nelle M.	Danville
Maxham, Ula ...	Charleston
McDonald, Elmer M.	Lerna
Overholser, Nora G.	Charleston
Phipps, Charles	Charleston
Randolph, Edgar D.	Gays
Shoot, Gertrude T.	Charleston
Stanberry, Jesse O.	Greenup
Stark, Cecil	Hume
Tohill, Flossie ...	Flat Rock
Tooke, Helen E.	Charleston
Warman, Hettie M.	Charleston
Wentz, Roy A.	Hindsboro

1906

Bainbridge, Albert O.	Shelbyville
Baker, W. W.	Charleston
Bishop, Daisy	Charleston
Dewolfe, Donald J.	Pana
Dunbar, Christina ...	Sterling
Dwyer, Ellen F.	Charleston
Earnhart, William H.	Flat Rock
Evans, Minnie L.	Charleston
Faris, Mildred	Lerna
Fender, Charles W.	Ashmore
Foote, Luauda	Charleston
Freeman, Frances F.	Charleston
Geddes, Grace	Newton
Hackley, Gertrude ...	Mattoon
Harry, Bertha	Humboldt
Hashbarger, Clara B.	Arcola
Kyger, Roy J.	Danville
Long, Florence E.	Charleston
McNutt, Wade	Oconee
Reat, Ruth	Charleston
Sargent, Paul T.	Charleston
Sargent, St. John	Charleston
Williams, Lucia Q	Mattoon
Wooll, Jessie	Charleston

1907

Barrett, Agnes	Mattoon
Black, Paul	Greenup
Bradford, Ernest C.	Hindsboro
Bruner, Mabel R.	Mattoon
Clark, Nellie N.	Mattoon
Covey, Jessie B.	Sullivan
Cruzan, Myrtle A.	Mattoon
Dappert, Nora E.	Taylorville
Davis, Lois M.	Charleston
Edman, Eulalie	Charleston
Freeman, Agnes M.	Charleston
Hagan, Warren L.	Windsor

Hamill, Lena	West Union
Harwood, Otto	Janesville
Heil, Sopha E.	Arcola
Holaday, Marguerite	Mattoon
Mabee, Elsie	Charleston
Martin, Jessie C.	Arthur
McGinnis, Marguerite	Alton
McNutt, Mary I.	Springfield
Pumphrey, Hazel A.	Oak Park
Stewart, Bertha B.	Charleston
Stewart, Bessie H.	Metropolis
Travis, Edna C.	Greenville
Wait, Bernice	Greenville
Wallar, Beulah H.	Oak Park
Wright, Helen A.	Charleston

1908

Barringer, Edna	Hillsboro
Bottenfield, Ezra O.	Oblong
Brown, Victor, I	Oblong
Carney, Lydia Z.	Charleston
Crum, Edna B.	Charleston
Cummins, Edna	Rose Hill
Davis, Leonard E.	Charleston
Drayer, Julia A.	Hartford City, Indiana
Finley, Charles W.	Charleston
Gabel, Goldie	Greenup
Glassco, Melville	Charleston
Hosford, Jean	Danville
Hostetler, Ruth	Charleston
LaRue, Ella	Etna
Lucas, Douglas P.	Bath
Mabee, Mirtie	Charleston
Maris, Florence	Tuscola
Maris, J. Claire	Tuscola
McCrary, Bertha E.	Charleston
McKittrick, M. Augusta	Tower Hill
Meeker, William R.	Hazel Dell
Milholland, Arthur L.	Charleston
Murphy, Bessie	Charleston

Orcutt, Emily R.	Charleston
Price, Edna E.	Mt. Vernon
Riley, Ruth	Lerna
Summers, Mrs. Alice	Charleston
Tohill, Louis A.	Flat Rock
Wiman, Nelle	Oblong

1909

Belting, Paul E.	Charleston
Briggs, Margaret	Charleston
Brown, M. Ethel	Piqua, Ohio
Bruner, Mary V.	Mattoon
Buckmaster, Pluma N.	Charleston
Chamberlain, Frank	Guys
Coffman, Beryl L.	Salem, Indiana
Corzine, Harland W.	Charleston
Corzine, May I.	Charleston
Cossairt, Laura G.	Potomac
Davis, Myrtle A.	Charleston
Degenhardt, Irene	Alton
Dickerson, Jeanette M.	Curran
Dixon, Frances M.	Herrick
Feagan, Effie L.	Charleston
Foreman, Lulu B.	Charleston
Funkhouser, Fern	Mattoon
Funkhouser, Taylor	Mattoon
Gannaway, Lelia	Mattoon
Hanselman, Anna M.	Piqua, Ohio
Harry, J. Roscoe	Humboldt
Heil, Mary E.	Arcola
Homann, Ferdinand	Mattoon
Honn, Jessie M.	Ashmore
Hostetler, Lida A.	Charleston
Hostetler, Oliver C.	Charleston
Howe, Verna	Robinson
Huber, Harry L.	Mattoon
Hume, Chester	Danville
Ivy, Torney P.	Fillmore
McCabe, Edward L.	Charleston
Orr, Esther	Sidell

Phillips, John B.	Sullivan
Phillips, Oda O.	Sullivan
Smith, Fred	Yale
Tate, Ethel	Mattoon
Wamsley, Ruth R.	Charleston
White, Oshia	Charleston
Williams, Ethel	Mattoon

1910

Avey, Blanche	Le Roy
Bigler, Harry	Sigel
Birdzell, William	Charleston
Burke, Coral	Cloverdale, Indiana
Carman, Ruth	Charleston
Connelly, Rae	Westfield
Cottingham, Maude	Charleston
Davis, Sylva B.	Charleston
DeWolfe, Mary Estelle	Assumption
Driscoll, Irene ...	Charleston
Dwyer, Katherine	Charleston
Eck, Lulu E.	Charleston
Ernst, Jesse E.	Charleston
Fears, Amanda O.	Humboldt
Fellows, Mary E.	Neoga
Freeland, Minnie C.	Bellair
Givens, Harry	Paris
Glassco, Alia N.	Charleston
Hallock, Willmetta	Charleston
Heeb, Evalena	Charleston
Hoggard, Goldie D.	Arthur
Huffman, Jessie T.	Charleston
King, Ivan W. ...	Charleston
Long, Ruth	Charleston
Lowry, Edith	Westfield
Martin, Patti C.	Arthur
Mathes, Georgia	Charleston
McCrary, Esther	Charleston
McDonald, Mary M.	Charleston
McNutt, Mrs. Lillian	Elgin
Miles, Sophia O.	Charleston

Milholland, Grace E.	Charleston
Mullins, Helen G.	Charleston
Munson, Kezia	Arcola
Nay, Mabel	Kansas
Patton, Mae ..	Arthur
Pendergast, Mary C.	Charleston
Powell, Zella F.	Mattoon
Rankin, Cora E.	Gibson City
Rardin, Bruce	Rardin
Riche, Mildred A.	Nora Springs, Iowa
Schmaelzle, Carl	Charleston
Serviss, Gladys	Charleston
Snapp, Carl F.	Findlay
Snapp, Roscoe	Findlay
Sullivan, Margaret E.	Charleston
Tarble, Charles	Martinsville
Voris, Katherine	Neoga
Watt, Bernice	Newton
Welsh, Grover F.	Paris
Wiman, Anna M.	Yale
Woodson, Amy L.	Charleston
Zimmerman, Henry H.	Effingham
Zimmerman, Percy	Charleston
Zimmerman, Robert L.	Mineral

1911

Archer, Susie Ethelyn	Charleston
Ashmore, Lula Belle	Charleston
Brayton, Virgul Lucille	Charleston
Byers, Helen	Charleston
Coffey, Anna Elizabeth	Kansas
Faris, Susie	Lerna
Galbreath, Annie	Ashmore
Gallagher, Margaret Elizabeth	Alton
Gilchrist, Edith Lana	Shawneetown
Glassco, Hazel Gertrude	Charleston
Gray, Ruth	Charleston
Henry, Flossie Ethel	Kansas
Hill, Charles	Charleston
Hill, Stanley	Mattoon

Homann, Fred George	Mattoon
Jennings, Alma Irene	St. Elmo
Jennings, Walter Wilson	St. Elmo
Jones, Vernie Allen	Willow Hill
Kelly, Marguerite Agnes	Danville
Kibler, Carl M.	Wheeler
Linder, Lewis S.	Charleston
Long, Charles Ellsworth	Charleston
Maxham, Helen Jeanette	Charleston
McKittrick, Cynthia Ann	Tower Hill
Newman, Grace	Charleston
Parkinson, Cora Alice	Charleston
Patrick, Ada	Decatur
Rennels, Ursa	Charleston
Rodecker, Waverly	Mulberry Grove
Schlobohm, Lucy Syvilia	Findlay
Schriner, Elizabeth Opal	Charleston
Sidwell, Eli Roscoe	Casey
Stanberry, Hewett Raymond	Charleston
Stewart, Alma	Ashmore
Taylor, Kathryn Blanche	Arthur
Taylor, Ruthe	Arthur
Tiffany, Burton Ellsworth	Lawrenceville

1912

Adams, Della Ruth	Allendale
Ames, Nellie Blanche	Charleston
Anderson, Clara Alice	Charleston
Arterburn, Pauline	Kansas
Baird, Claire Emma	Moweaqua
Beall, Ruth Aurelia	Paris
Blackburn, Nema Elnora	Paris
Crowe, Elizabeth Drayer	Charleston
Dollahan, Martin Leland	Lawrenceville
Doscoska, Anna	Charleston
Endsley, Antha Euphemia	Charleston
Fleming, Denna Franklin	Paris
Furste, Alma Elizabeth	Humboldt
Gaiser, Lois Margaret	Charleston
Gossett, Vera Ople	Casey

Gossett, William Ernest	Charleston
Haley, Nellie Catherine	Arcola
Handshy, Ruby Ellen	Worden
Hardy, Edith May	Waterloo
Harris, Ruby Mildred	Coffeen
Hedrick, Edna May	LeRoy
Jenkins, Alice	Charleston
Jordan, Carrie Mae	Charleston
Kime, David Orion	Dudley
King, Robert F.	Charleston
Kisner, Edgar Lynn	Bellair
Lindhorst, Frank Atkinson	Charleston
Loggins, Edna Kathryn	Greenville
Lovett, Elizabeth Rosett	St. James
Maxwell, Florence Lelia	Arcola
McDougle, May	Charleston
Mitchell, Kate	Charleston
Neblick, Mary Edith	Ridgefarm
Newell, Emma	Oak Park
Newlin, Muriel Hazel	Charleston
Patton, Lola	Arthur
Phillips, Minnie Alice	Sullivan
Phipps, Anna Emma	Charleston
Pinkstaff, Orra Ford	Lawrenceville
Randolph, Lillie	Charleston
Rankin, William Merle	Charleston
Rich, Ciney	Birds
Robinson, Runie T.	Charleston
Robinson, Ruth Love	Edwardsville
Root, Gretchen Lane	Newman
Rose, Ethel Maye	Bement
Rosebraugh, Esther May	Charleston
Sampson, Homer C.	Wheeler
Schriner, Bessie Dimple	Westfield
Sharp, Mildred	Mattoon
Shoot, Lois Mary	Charleston
Smith, Jessie Euphemia	Mattoon
Timm, Katherine Elizabeth	Arthur
Troutman, Mary Elizabeth	Charleston

Troutman, William Chilton	Charleston
Waters, Eunice	Denver, Colorado
Webster, Essie	Nokomis
Whalen, Mary M. F.	Charleston
Wieland, Jahn Adam	Charleston
Willson, Hazel Elizabeth	Charleston
Wright, Fern Guy	Charleston

FORMER MEMBERS OF THE BOARD OF TRUSTEES

Date of Appointment

S. M. Inglis, Springfield	ex officio
Joseph, H. Freeman, Springfield	ex officio
A. J. Barr, Bloomington	June 5, 1895
M. P. Rice, Lewiston	June 5, 1895
F. M. Youngblood, Carbondale	June 5, 1895
M. J. Walsh, East St. Louis	June 5, 1895
Calvin L. Pleasants, El Paso	June 5, 1895
H. A. Neal, Charleston	April 14, 1897
L. P. Wolf, Peoria	April 14, 1897
A. H. Jones, Robinson	April 14, 1897
W. H. Hainline, Macomb	April 14, 1897
F. M. Youngblood, Carbondale	April 14, 1897
Alfred Bayliss, Springfield	ex officio
H. A. Neal, Charleston	April 14, 1899
L. P. Wolf, Peoria	April 14, 1899
W. L. Kester, Kansas	Nov. 6, 1899
W. H. Hainline, Macomb	July 25, 1900
Charles H. Austin, Elizabethtown..	July 25, 1900
H. G. Van Sandt, Montrose	June 4, 1901
Clarence H. Oxman, Grayville	July 25, 1904

FORMER MEMBERS OF THE FACULTY

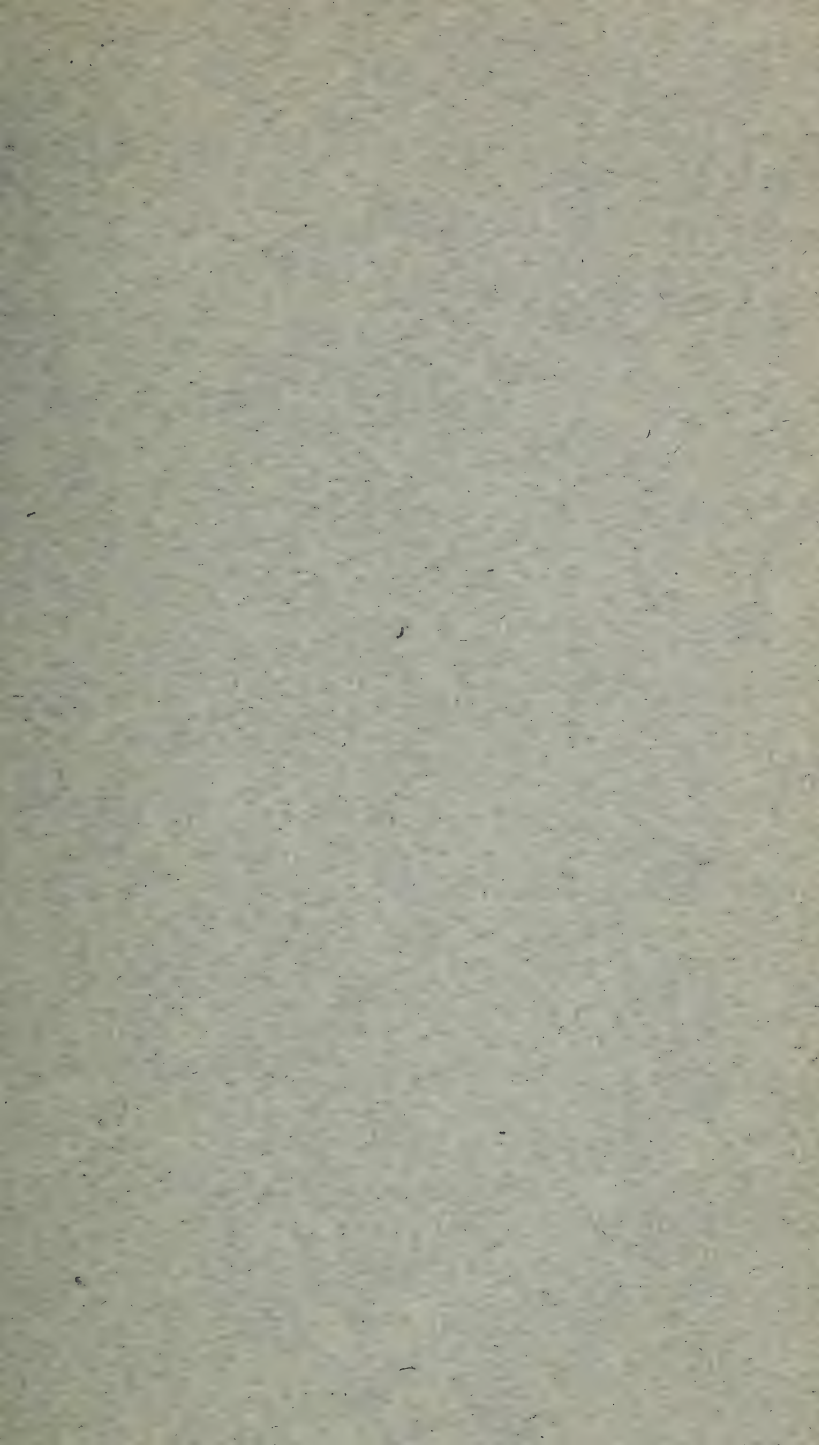
S. M. Inglis, President	1898
Louis H. Galbreath, Supervisor of Training Department	1899
G. W. Smith, School Law and Geog- raphy	1899
Luther E. Baird, Assistant in English..	1899-1900
James H. Brownlee, Reading	1899-1900
Ella F. Corwin, Librarian	1899-1900
Bertha Hamlin, Critic Teacher in Grammar School	1899-1900
Mrs. Louise B. Inglis, History	1899-1900
J. Paul Goode, Physics and Geography	1899-1901

Alice B. Cunningham, Critic Teacher in Primary School	1899-1901
*Frances E. Wetmore, Registrar	1899-1903
*W. M. Evans, English	1899-1904
Edna T. Cook, Critic Teacher in Gram- mar School	1899-1904
Charlotte M. Slocum, (Mrs. George C. Ashman) Critic Teacher in Primary School	1899-1905
Henry Johnson, History	1899-1906
Francis G. Blair, Supervisor of Train- ing Department	1899-1906
Otis W. Caldwell, Biological Sciences.	1899-1907
Edith P. Bennet, Critic Teacher in Grammar School	1900-1901
Grace W. Knudsen, Geography	1900-1901
Florence M. Beck, (Mrs. Thomas Mc- Lachlin) Librarian	1900-1904
Alice L. Pratt, (Mrs. Carter Weaver) Critic Teacher in Grammar School	1900-1904
James A. Dewey, Physics	1901-1902
Roswell C. McCrea, History and Civics	1901-1902
George D. Hubbard, Geography	1901-1903
*Elizabeth Branch, Assistant Librarian	1901-1904
Katharine Gill, (Mrs. Clarence R. West) Reading and Physical Culture ...	1901-1904
Charlotte Kluge, (Mrs. Frank Popham) Critic Teacher in Grammar School	1901-1904
Eva M. Russell, Assistant in Mathe- matics	1901-1905
Clara M. Snell, (Mrs. A. B. Wolfe) Critic Teacher in Primary School..	1901-1906
Thomas H. Briggs, English	1901-1911
Elmer I. Shepard, Assistant in Mathe- matics	1902-1903
Thornton Smallwood, Physics and Chemistry	1902-1903
Beatrice Pickett, German and History..	1903-1907

Sadie Harmon, Critic Teacher in Grammar School	1904
Inez Pierce, Assistant Librarian	1904-1905
Edith C. Bailey, Reading	1904-1906
Mamie H. O'Neal, (Mrs. Chauncey Doty) Registrar	1904-1906
Lorena C. Sidey, (Mrs. William Tapper) Critic Teacher in Grammar School	1904-1906
Nettie B. Dickson, (Mrs. T. L. Hankinson) Critic Teacher in Grammar School	1904-1907
J. C. Brown, Mathematics	1904-1911
Elnora J. Richardson, Assistant in Mathematics	1905-1906
Margarethe Urdahl, German and History	1905-1906
Grace D. Phillips, Assistant Librarian	1906
L. Lance Burlingame, Assistant in Biology	1906
Josie Batcheller Houchens, Assistant Librarian	1906
Florence Harrison, Reading	1906-1907
Ida E. Carothers, (Mrs. Ralph Merriam) Botany	1906-1907
Charlotte M. Jackson, Assistant Librarian	1906-1912
*Charlotte Amy Rogers, History in the Grades	1907-1908
Amelia Harrington, Critic Teacher in Grammar School	1907-1909
Lotus D. Coffman, Supervisor of Training Department	1907-1912
Forrest Sumner Lunt, Reading	1907-1912
Katharine Pfeiffer, Head of Pemberton Hall	1908-1909
Lillian E. Ravenscroft, Critic Teacher in Grammar School	1909
Estelle Gross, Head of Pemberton Hall	1909-1910

Grace Williams, Critic Teacher in Grammar School	1909-1910
Margaret B. Pumphrey, Critic Teacher in Primary School	1910
M. W. Deputy, Supervisor of Training Department	1909-1910
Elsie Woodson, (Mrs. Jay G. Butler) History in the Grades	1909-1911
Genevieve Fisher, Critic Teacher in Grammar School	1910-1911
Myrtle A. Davis, Botany and Grammar	1910-1911
Clara Miller, Mathematics	1911
Mabel Barnhart, Music	1912

*Deceased.



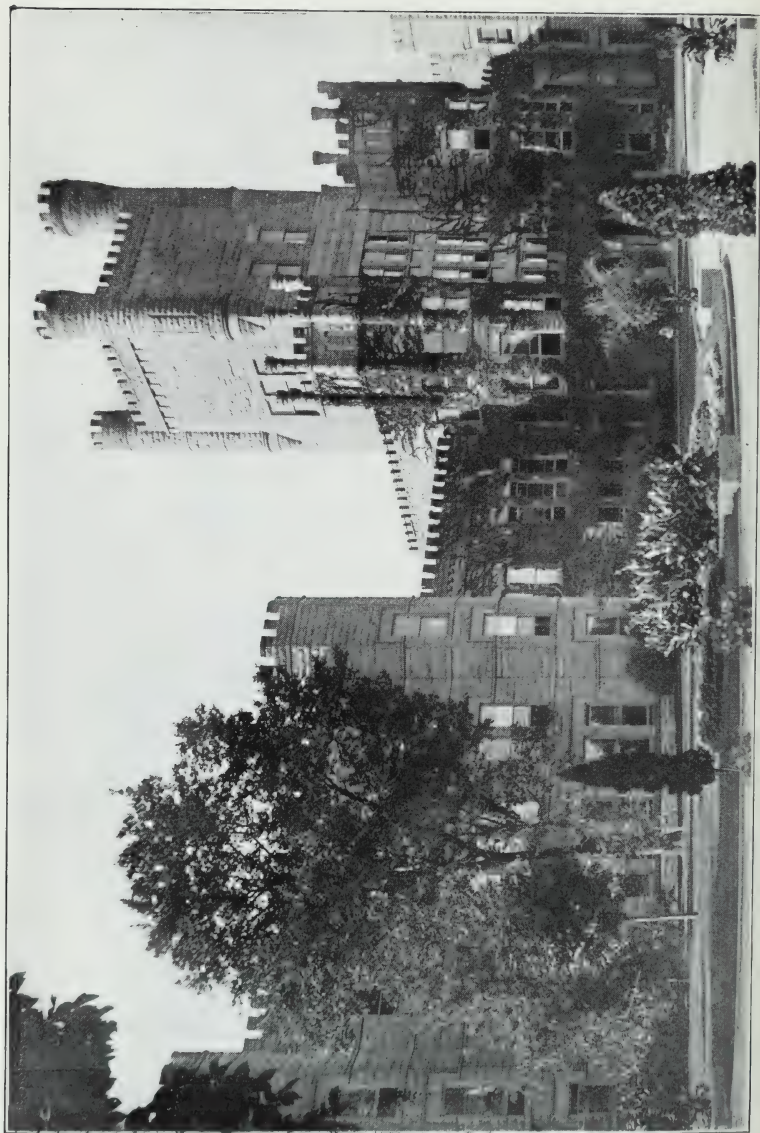
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Bulletin

45

**EASTERN
ILLINOIS
S T A T E
NORMAL
SCHOOL
Charleston**

**Annual
Catalogue
Number
1913-1914**



MAIN BUILDING

Eastern Illinois State Normal School

CHARLESTON

A Catalogue for the Fifteenth Year with
Announcements for 1914-1915

G. A. W. 1

NORMAL SCHOOL BULLETIN, No.
45, published quarterly by the East-
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Charleston, Illinois.

Entered March 5th, 1902, as second-class
matter at the postoffice at Charleston,
Illinois.

Act of Congress, July 16th, 1894.

THE SCHOOL CALENDAR

1914-1915

FIRST TERM

NINETEEN WEEKS

*September 15, 1914, Tuesday Entrance Examinations and
Classification. C l a s s
Work assigned at 9 A. M.*

*December 18, 12:10 Noon }
December 29, 7:30 A. M. } *Holiday Recess**

*January 29, 1915, Friday }
12:10 Noon } *First Term Ends**

SECOND TERM

NINETEEN WEEKS

*February 2, 1915, Tuesday Entrance Examinations and
Classification. C l a s s
Work assigned at 9 A. M.*

*March 26, 12:10 Noon }
April 6, 7:30 A. M. } *Spring Recess**

*June 18, 1915, Friday *Second Term Ends**

SUMMER TERM

1915

SIX WEEKS

*June 21, Monday *Classification begins at 9 A. M.**

*July 30, Friday, 12:00 Noon *Summer Term End**

THE BOARD OF TRUSTEES

J. M. Hicks, President	Newton
Charles C. Lee, Secretary	Charleston
Hon. Francis G. Blair, Superintendent of Public Instruction (trustee ex-officio) . . .	Springfield
R. W. Briscoe	Kansas
Ed E. Elstun	Greenup
Edward B. Rogers	Champaign
I. H. Johnston, Treasurer	Charleston

THE FACULTY

LIVINGSTON C. LORD, A. M., *Harvard University* ;
LL. D., *University of Illinois*

PRESIDENT

Psychology and School Management

E. H. TAYLOR, A. M., Ph. D., *Harvard University*
Mathematics

FRIEDERICH KOCH

Music

ELLEN A. FORD, A. M., *Syracuse University*
Latin

THOMAS L. HANKINSON, B. S., *Michigan State Agricultural College* ; *Cornell University*

Biological Sciences

ANNIE L. WELLER, B. S., *University of Chicago*
Geography

ALBERT B. CROWE, A. M., *Hanover College*
Physics and Chemistry

ISABEL McKINNEY, A. M., *Columbia University*
English

FLORENCE V. SKEFFINGTON, A. B., *University of Chicago*
English

S. E. THOMAS, A. M., *University of Iowa*
History

ANABEL JOHNSON, A. B., *Elmira College* : A. M., *Columbia University*
German

EDGAR N. TRANSEAU, A. B., *Franklin and Marshall College* ; Ph. D., *University of Michigan*
Biological Sciences

CHARLES P. LANTZ, B. S., *Gettysburg College*
Gymnastics and Mathematics

OLIVE A. SMITH, A. B., *Wellesley College* ; A. M., *Columbia University*
History

RAYMOND L. MODESITT, A. M., *Indiana University*
Mathematics

HOWARD DeF. WIDGER, A. B., *Yale University*
Reading

LEONARD E. DAVIS

Grammar and Arithmetic

ALANSON H. EDGERTON, B. S., *Columbia University*
Manual Training

LOLA MORTON, B. S., *Teachers College, Columbia University*
Domestic Science

LENA M. NILES, A. B., *Bates College*
Physical Education

FISKE ALLEN, A. B., *Indiana University*; A. M., *Columbia University*
Supervisor of Elementary School

MAUDE DOTT, Ph. B., *University of Chicago*
Drawing

DeWITT CLINTON SPRAGUE, Ph. B., *Grinnell College*
English

EDITH E. RAGAN
Critic Teacher in Grammar School

OLIVE B. HORNE
Critic Teacher in Grammar School

GILBERTA COFFMAN
Critic Teacher in Grammar School

JESSIE LOUISE FORDE, A. B., *Kansas State Normal School*;
A. M., *Columbia University*
Critic Teacher in Grammar School

MELLIE E. BISHOP, B. L., *Swarthmore College*
Critic Teacher in Primary School

FLORENCE E. GARDINER
Critic Teacher in Primary School

ANNA H. MORSE
Critic Teacher in Primary School

OLIVE BUCKS, A. B., *University of Michigan*
History in the Grades

MARY J. BOOTH, A. B., *Beloit College*; B. L. S., *University of Illinois*
Librarian

OPHA B. PLETCHER, A. B., B. L. S., *University of Illinois*
Assistant Librarian

GRACE EWALT
Registrar

MARY E. HAWKINS
Head of Pemberton Hall

WALTER NEHRLING
Gardener

The names of teachers, with the exception of the critics, are printed in the order of their engagement.

THE REQUISITE

IN EDUCATION, various books and implements are not the great requisites, but a high order of teachers. ¶ In truth a few books do better than many. ¶ The object of education is not so much to give a certain amount of knowledge as to awaken the faculties, and give the pupil the use of his own mind ; and one book taught by a man who knows how to accomplish these ends, is worth more than libraries as usually read. ¶ It is not necessary that much should be taught in youth, but that a little should be taught philosophically, profoundly, livingly.

— *William Ellery Channing*

THE EASTERN ILLINOIS STATE NORMAL SCHOOL

THE PURPOSE AND PLAN OF THE SCHOOL

The function of the state in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The state is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to extend the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in the State Normal Schools.

In early life the chief institutions in education are the home, the school, and the church. In the first years the home stands alone and its influence is in the main good. The church educates chiefly through the home and school. The school, however, is the teaching institution. Lord Avebury says: "There are three questions which in life we have over and over again to answer. Is it right or wrong? Is it true or false? Is it beautiful or ugly? Our education should help us to answer these questions."

If the school is especially concerned with one of these questions, it is with the second—"Is it

true or false?" This involves the furnishing of the mind with knowledge and the exercising of the mind upon this knowledge in getting other knowledge or in reasoning. It is obvious that the process of teaching involves a child to be taught, a subject to be taught, and a teacher who teaches both the child and the subject. The statement sometimes made that it is a child who is taught and not the subject is absurd. No one is taught without being taught something. The mediator is the teacher and he knows something of a child, something of knowledge in general, and something of the particular subject taught. Hence the theory of teaching rests upon logic and psychology.

HISTORICAL SKETCH

For the purpose of providing more adequate facilities for the training of teachers for the public schools of the state the legislature by an act approved, May 22, 1895, established the Eastern Illinois State Normal School. The five trustees provided for in the act, on September 7, 1895, selected a beautiful forty-acre tract of land three-quarters of a mile south of the public square of Charleston. The citizens of Charleston bought the land and presented it to the state. The grounds have a good elevation and are shaded by many fine old trees.

December 2, 1895, the contract was made for the erection of the building. The corner-stone was laid with impressive ceremonies on the afternoon of May 27, 1896. The building and grounds were dedicated August 29, 1899, and on September 12, 1899, the doors of the institution were opened to students.

During the first year, there were seventeen members of the faculty and two hundred forty students were enrolled. At the end of the first

year, June, 1900, four students were granted the diploma of the school upon completion of the course of study. The school has grown steadily until there are now thirty-two members of the faculty, and five hundred eleven students are enrolled in the regular school year.

During the summer of 1901, a special term of six weeks was established for teachers. This term, beginning with an enrollment of one hundred seventy-two students, the first summer, has increased in popularity and usefulness until it reached an enrollment of seven hundred forty in 1912.

“In order to equalize the advantages of the State Normal Schools,” encourage attendance and thereby increase their usefulness, the state legislature passed the Lindley Bill in 1905. This act provides that “there shall be awarded annually, to each school township or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any State Normal School for a period of four years.”

In 1907, the state legislature appropriated one hundred thousand dollars for a woman's building. This building was completed and occupied in January, 1909. It has proved to be a distinct addition to the cultural value of the school. In addition to providing a beautiful home for one hundred young women during their residence in Charleston, it has had a marked influence in establishing good standards of living, and has come to be the social center of school life.

As the school increased in numbers its facilities gradually became too restricted, and in 1911 the state legislature appropriated seventy-five thousand dollars for a training school building. When the training school moves into its new home in September, 1913, it will enjoy all the advan-

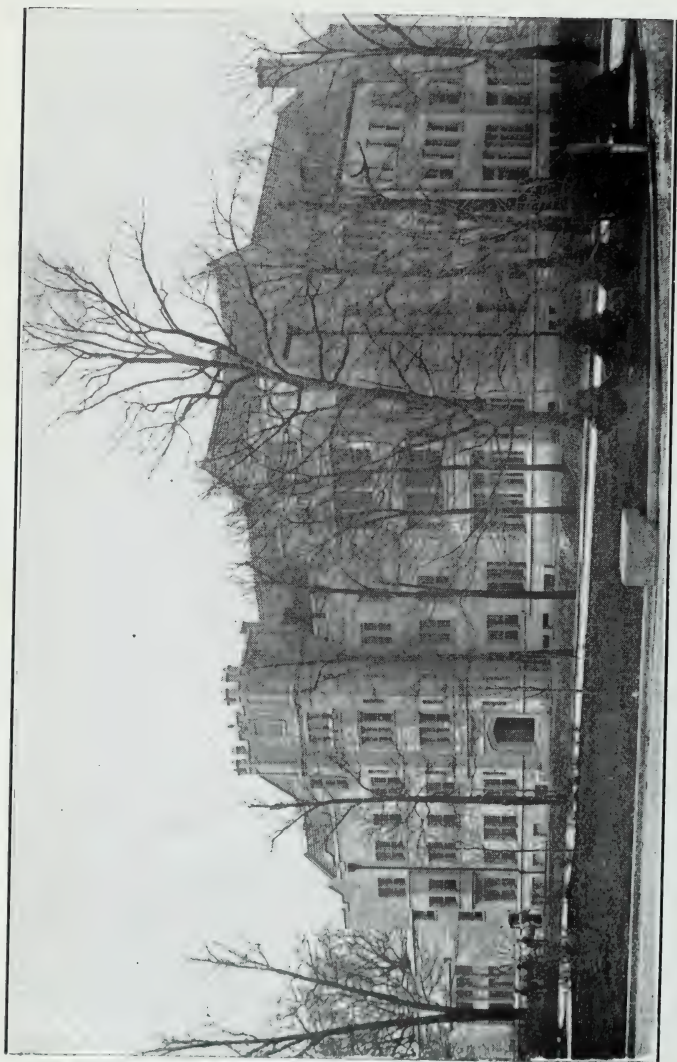
tages of a building designed and equipped for its special use, and the Normal School will have opportunity for a more economical organization and an increase of its facilities.

The school has always stood for sound scholarship and has striven to inculcate in the minds of its students a sincere love for truth. One of the gratifying evidences that it is in a measure fulfilling its mission is the fact that so many of its students have gone on to higher institutions of learning the better to equip themselves for service.

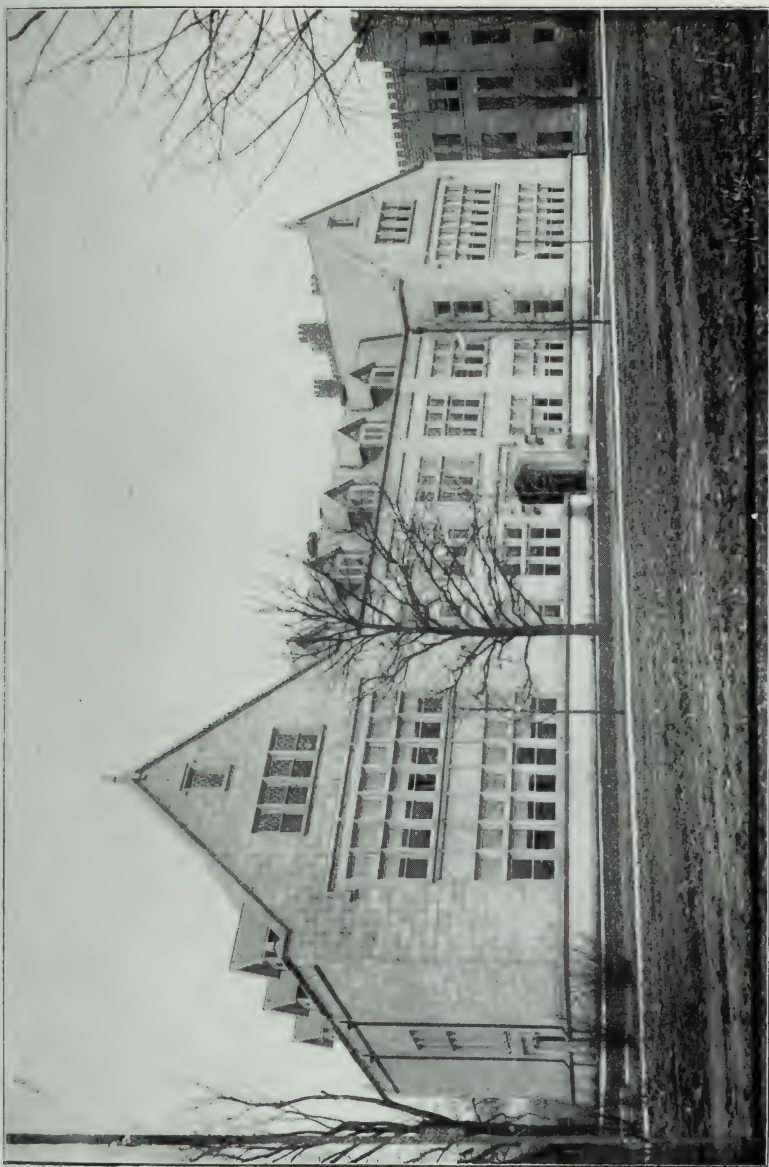
RAILROAD FACILITIES

Charleston can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and south make close connection at Paris. There are twenty passenger trains arriving daily in Charleston—ten on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections can, if they so desire, use the interurban electric line. Charleston is almost the exact center of a great network of roads, two north and two south roads crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border. An equal or greater number of roads cross the district from east to west, some of them north, and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Craw-

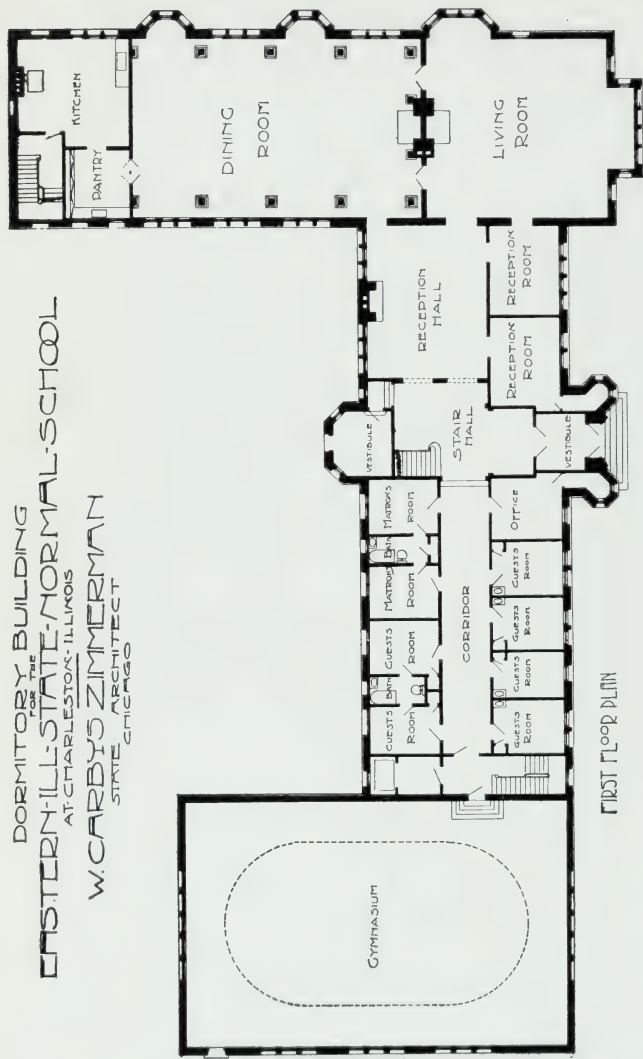


WOMAN'S BUILDING



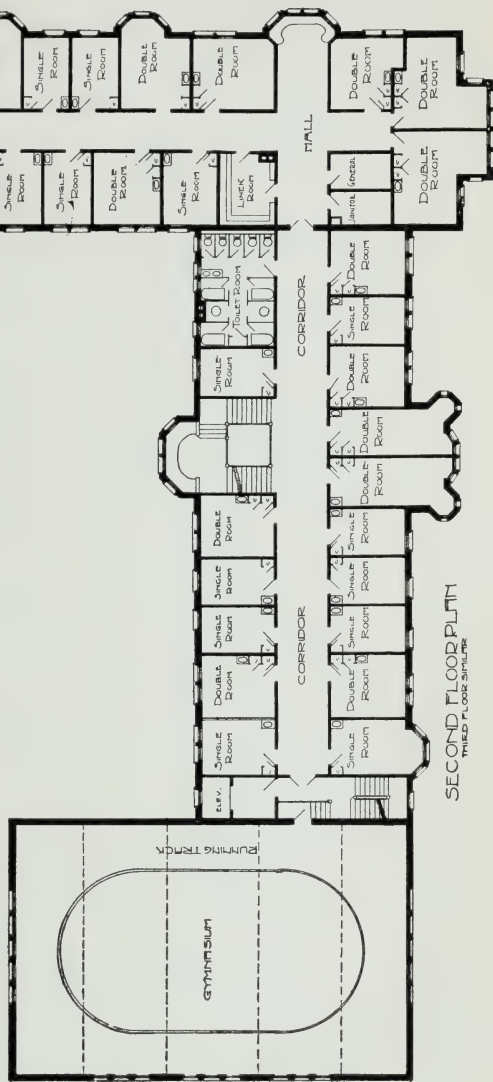
ELEMENTARY SCHOOL

DORMITORY BUILDING
 FOR THE
 EASTERN-ILL-STATE-NORMAL-SCHOOL
 AT CHARLESTON-ILLINOIS
 W. CARBY'S ZIMMERMAN
 STATE ARCHITECT
 CHICAGO



FIRST FLOOR PLAN

DORMITORY BUILDING
FOR THE
EASTERN ILL. STATE NORMAL SCHOOL,
AT CHARLESTON, ILLINOIS.
W. CARBY'S ZIMMERMAN
STATE ARCHITECT
CHICAGO.



ford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four, either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper, and the southern part of Shelby, reach Charleston from the southwest over the Clover Leaf; those from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west over the Big Four.

EXPENSES

Tuition is free to those who are to teach in the public schools of Illinois. Others pay tuition at the rate of twenty-one dollars a year. An incidental fee of three dollars a term is required of all.

Text books are owned by the school and rented to students at a uniform price of one and a half dollars a term. Students wishing to own their own books can buy them at the lowest wholesale prices.

Board and room can be obtained in private families for from three to four dollars a week. Students renting rooms and keeping house can materially reduce the above amounts. Room without board can be obtained for from one to one and a half dollars a week. In all cases the students will consult the president of the school.

ENTRANCE REQUIREMENTS

High school diplomas, teachers' certificates, and township scholarships must be presented to the registrar. Undergraduates of high schools and graduates of high schools with three-year or two-year courses are required to bring a com-

plete copy of their record, signed by the principal of the school. Attention is called to the fact that high school work repeated in the Normal School does not count toward credit for a diploma except for students in the five-year course.

WOMAN'S BUILDING

The legislature of 1907 appropriated one hundred thousand dollars for the woman's building and gymnasium—the first appropriation for such a purpose ever made in the State of Illinois. A fine stone structure was finished and occupied January 4, 1909. Nearly all the rooms in the building were taken from the first and the demand for rooms now exceeds its capacity. The building has met the fondest hopes of its most ardent advocates, and its value as a social center in the school and in setting good standards of living is already established.

Room, including heat and light, with table board and privileges of laundry, costs four dollars a week. Students are not required to furnish anything.

THE ELEMENTARY SCHOOL

Classification and Admission

The Elementary School consists of eight grades, each grade being divided into two sections representing a half-year's advancement in the course of study. A pupil classified as 7B is doing the first half of the seventh year's work. A pupil classified as 7A is doing the second half of the seventh year's work. Since the total seating capacity of each room is forty pupils, and since transfers of pupils now enrolled from one room to another are sometimes necessary, new pupils will not be admitted to any room whose enrollment is then thirty-seven.

New pupils are admitted in the order of their registration by grades. Applications for admission are listed in the order of their dates. If a pupil does not appear on the day on which he has asked to be admitted, his name is dropped from the list. In case there are vacancies pupils are admitted to all grades on the opening day of school in September, and to all grades *except the first* on the opening day of the second term. All new pupils must present certificates of standing in the school from which they come.

Pupils once admitted to the school for the regular school year retain their places until completing their course unless they are unreasonably irregular in attendance or fail to appear on the opening day of each new term without previous notice to the supervisor of their intention to appear later. Attendance during the summer term does not give any claim to a place during the regular school year.

A fee of fifty cents for the lower four grades and seventy-five cents for the upper four grades has been charged each half-year to pay the cost of material and most of the texts used by the pupils. This fee has been found entirely inadequate. Beginning next September the fee for all grades will be one dollar for each half-year, and certain texts will be purchased by the pupils.

The School Schedule

The Elementary School calendar is practically identical with that of the other departments of the Normal School. Its daily schedule is as follows:

Pupils admitted to the grounds
and building at..... 8:10 A.M.

Pupils of the upper four grades
due in their seats at..... 8:25 A.M.

Pupils of the lower four grades due in their seats.....	8:55 A.M.
Chapel exercises with the Normal School	9:00 to 9:30 A.M.
Noon dismissal	12:00 M.
Admitted to the building after- noon session	1:15 P.M.
Due in their seats afternoon ses- sion	1:30 P.M.
Afternoon dismissal	3:00 P.M.

Teachers of the School

The immediate direction of the work of each grade and the responsibility for its progress is with the critic-teacher of the grade. The critic-teachers, under the general direction of the supervisor, plan the work for their grades, discuss with the student-teachers their plans for teaching their particular subjects, do enough of the teaching to keep the progress of the pupils at least up to the standard of city schools of the same type, and teach special lessons for the observation of classes in methods of teaching special subjects in the Normal School proper. The character of the work of the critic-teacher determines almost entirely the success of the Training School in accomplishing its purpose.

At present the school has eight critic-teachers; one for grades one and two, one for each of the other six grades, and a special teacher for the work in history.

The teachers in other departments of the Normal School have in all cases an advisory relation to the Elementary School and in several cases a supervisory relation. In a few cases they assist in the teaching of their subjects in the Elementary

School. This is true in the departments of music, drawing, industrial arts, domestic science, and physical training.

Aim of the Elementary School

The aim of the Normal School in maintaining an Elementary School is two-fold. It needs a pedagogical laboratory in which students and members of the faculty may test the methods of instruction and the pedagogical theories taught in the Normal School. And to develop in the students craftsmanship in teaching they must have opportunity to observe expert work and to develop skill by actual experience in teaching.

But these results cannot be secured unless the Elementary School itself is aiming at the best possible education for the boys and girls who are pupils in the school. If the elementary school is not securing for its pupils results up to the standard of good schools of the usual type it is not best adapted to its purpose as an experimental school, and if it is not better than other elementary schools it is certainly not adapted to secure the best results as a school of observation and practice. The school seeks first, then, to offer the best in curriculum and training of which it is capable, and at the same time to give the student-teacher the experience in teaching necessary to develop some skill. The critic-teachers do the greater part of the teaching, then, because it is believed that experience in teaching is valuable only when based on sound educational principles which are illustrated by a teacher of marked ability directing a well trained class. Observation of the expert, followed by practice, and this again by observation should be the rule.

The school seeks also entire unity between the theories and methods of instruction taught in

the other departments, and the practices of the Elementary School. To this end members of the Normal School faculty are advisers to critic- and student-teachers of the work of their departments in the Elementary School. The critic-teachers give lessons for observation by the Normal School classes in methods in special subjects, and conduct experiments in which the special department is interested.

SATURDAY SESSION

The school holds regular sessions on Saturday, taking Monday as the weekly holiday. This plan gives teachers, who have no school on Saturday, opportunity of pursuing some regular work in the Normal School; and consequently promotes closer relations between the school and the teachers of the district.

SUMMER SESSION

The demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time.

The subjects offered are designed to meet the wants of:

1. Inexperienced teachers and students of Normal Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to a diploma. The programme is so arranged that the students may recite twice each day in many subjects, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method and lectures, together with observation of work in the model school are offered.

THE STUDENTS' LOAN FUND

The Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow, at a low rate of interest on a personal note, a sum of money that will help him to remain in school and complete the course. This plan has been tried and students have found such temporary assistance of great advantage. The foundation of this fund was secured from admission fees to the senior class play and to the model school entertainment, given during commencement week. At the end of each year a play is presented with the accessories of appropriate costume and scenery. Sheridan's "The Rivals" and "The School for Scandal," Goldsmith's "She Stoops to Conquer," Shakespeare's "A Mid-Summer Night's Dream," "As You Like It," "Twelfth Night," and "The Tempest," Tennyson's "The Princess," "The Lady Sheriff," and Clyde Fitch's "The Climbers," have been given.

ATTENDANCE AT CHURCH

Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

THE NORMAL SCHOOL BULLETIN

The Normal School Bulletin, a sixteen-page monograph, devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school free of charge. The numbers issued are:

1. A Suggestion for Teaching Shakespeare's Dramas, *by Thomas H. Briggs, Jr., A. B.*
2. Method of Teaching, *by Francis G. Blair, B. S.*
3. The Causal Idea of History *by Roswell C. McCrea, Ph. D.*
4. Some of the Objects of Studying English Grammar, *by W. M. Evans, Litt. D.*
5. The School Garden, *by Otis W. Caldwell, Ph. D.*
6. Manual Training, *by Caroline A. Forbes.*
7. The School Library, *by Florence M. Beck, B. L. S.*
8. Graphic Arithmetic, *by E. H. Taylor, B. S.*
9. Reading in the Grades, *by Katharine Gill.*
10. The Relation of the Home and School, *by Charlotte May Slocum.*
11. Bird Study in the Rural School, *by Thomas L. Hankinson, B. S.*
12. Bird Study in the Rural School (Second Edition), *Thomas L. Hankinson, B. S.*
13. Physics in the High School, *by Albert B. Crowe, A. M.*
14. Some Suggestions for the Teaching of Geography in the Grades, *by Annie L. Weller, B. S.*
15. Fourth Year Geography in the Illinois Course of Study—Topic: The Work of Water, *by Clara M. Snell.*
16. English Composition in Secondary Schools—Topic: Correct English, *by Florence V. Skeffington, A. B.*
17. The Study of Literature in the Upper Grades, *by Isabel McKinney, A. M.*

FIRST TERM PROGRAMME

	7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-11:20-12:10	1:20-1:30-2:20	2:20-3:10	3:10-4:00	4:00-4:50	4:50-5:40
A (required) Teaching to be arranged		I. Education 1-2, 3, 5, 6	II. Education 2-2, 3, 5, 6 I. Physiology A-2, 4, 5, 6	II. Physiology A-2, 4, 5, 6						
B (required)	Reading 2 B-2, 4, 5	Arithmetic 2 B-2, 3, 4, 6 Drawing 2 B-5	I. Psychology B-2, 3, 4, 5 English 5 B c	Geography 2 B-2, 4, 5, 6	II. Psychology B-2, 3, 4, 5			Special Method 4 B and B c-2, 3, 4, 5		
A, B (elective)	Trigonometry A-2, 3, 4, 5			German B-2, 3, 4, 5	German A-2, 4, 5, 6 Latin 5 Economics A, B-2, 3, 4, 5 Literature A, B-2, 4, 5, 6 Agriculture A, B Botany A, B Physics A, B Zoology A, B	German B-2, 3, 4, 5 [Latin A, B-2, 3, 4, 5] Domestic Science 1, A, B Drawing A, B Manual Training A, B Chemistry A, B	German A-2, 3, 4, 5 Solid Geometry A, B-2, 3, 4, 5 Domestic Art 1, A, B European History A, B-2, 3, 4, 5 Literature A, B-2, 3, 4, 5 Geology A, B-2, 3, 4, 5 Reading A, B-2, 3, 4, 5	Method in English A-2, 3, 4, 5 Method in History A-2, 3, 4, 5		
XI (elective)	Physics 1-3, 5 Zoology 1-2, 3, 5	Physics 1 Zoology 1-2, 3, 5 Manual Training 1 Agriculture 1			Botany A, B Agriculture A, B	Domestic Science 1 Manual Training A, B	Solid Geometry A, B-2, 3, 4, 5 Domestic Art 1			
IX, X, XI		I. Latin 1 German 1 [History 3]	II. Latin 1 [German 3] History 5	Latin 3	Latin 5 German A-2, 4, 5, 6 History 5					
XI (required in the 5 year course)			[English 5]			[Geography 1]				
XI (required in the 4 year course)			[English 3]		Geometry 1	Geography 1				
XI (c) (required)			Algebra 2		Geometry 1					
C (required)		English 3, c2	Algebra and Geometry c 1	English 3 c 1		Algebra and Geometry c 2				
(elective)	Zoology 1-2, 3, 5	Latin 1 Zoology 1-2, 3, 5	Latin 1 History 5	Latin 3	Latin 5 History 5 Geography c 2 Geometry 1	Geography c 1 Botany 1-2, 4, 6	Botany 1-2, 4, 6			
X (required in the 5 year course)			English 3			Botany 1-2, 4, 6	Botany 1-2, 4, 6			
X (required in the 4 year course)		English 1		Algebra 1						
X (c) (required)		English 3	History 5	Algebra 1	Geography 1			Observation 3 (To be arranged)		
IX, (c) (required) Observation to be arranged		I. Reading 1-2, 3, 5 II. Botany 1-2, 4, 6 II. Music 1-3, 5	I. Botany 1-2, 4, 6 I. Music 1-3, 5 II. Arithmetic 1	I. Botany 1-2, 4, 6 I. Drawing 1-3, 5 II. Reading 1-3, 4, 5	I. English 1 II. English 1	I. Arithmetic 1				
IX, (c) (required) Observation to be arranged	II. Botany 1-2, 4, 6					I. History 1 II. Algebra 1				
IX			I. Algebra 1 II. English 1	I. English 1 II. History 1		Course I.-2, 3, 5 II.-2, 4	Course III.-2, 4	Course I.-2, 4 II.-3, 5	Course I.-3, 5	Course II.-2, 4 III.-3, 5
Physical Training Girls										
Boys										

NOTE—Numbers following a dash indicate the days of the week, beginning with Monday. Roman numerals prefixed to a subject indicate the section of the class. Subjects in brackets will not be offered this year (1913-1914).

SECOND TERM PROGRAMME

	7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-11:20-12:10	1:20-1:30-2:20	2:20-3:10	3:10-4:00	4:00-4:50	4:50-5:30
A (required) Teaching to be arranged		I. Education 2-2, 3, 5, 6	II. Education 2-2, 3, 5, 6 I. Music A-3, 5 I. Manual Training A-2, 4, 6	II. Music A-2, 6 II. Manual Training A-3, 4, 5						
B (required)	Reading 2 B-2, 4, 5	History 2 B-2, 3, 4, 6 Drawing 2 B-5	I. Psychology B-2, 3, 4, 5 Drawing 2 B-6 English 6 B c	Grammar 2 B-2, 4, 5, 6	II. Psychology B-2, 3, 4, 5			Special Method 4 B-2, 3, 4, 5		
A, B (elective)	Analytics A-2, 3, 4, 5			German B-2, 3, 4, 5 Latin 4	German A-2, 4, 5, 6 Latin 6 Economics A, B-2, 4, 5, 6 Literature A, B-2, 4, 5, 6 Agriculture A, B Botany A, B Physics A, B Zoology A, B	German B-2, 3, 4, 5 [Latin A, B-2, 3, 4, 5] Domestic Science 2, A, B Drawing A, B Manual Training A, B Chemistry A, B	German A-2, 3, 4, 5 Algebra A, B-2, 3, 4, 5 Domestic Art 2, A, B Literature A, B-2, 3, 4, 5 European History A, B-2, 3, 4, 5 Geography A, B-2, 3, 4, 5 Reading A, B-2, 3, 4, 5	Method in Arithmetic-2, 3, 4, 5 Method in Geography-2, 3, 4, 5		
XI (elective)	Physics 2-3, 5 Zoology 2-2, 3, 5	Physics 2 Zoology 2-2, 3, 5 Manual Training 2 Agriculture 2			Botany A, B Agriculture A, B Latin 6 German A-2, 4, 5, 6 History 6	Domestic Science 2, A, B Manual Training A, B	Advanced Algebra A, B-2, 3, 4, 5 Domestic Art 2, A, B			
IX, X, XI		I. Latin 2 German 2 [History 4]	II. Latin 2 [German 4] History 6	Latin 4			German A-2, 4, 5, 6			
XI (required in the 5 year course)			[English 6]			Geography 1				
XI (required in the 4 year course)			[English 4]		Geometry 2	Geography 1				
XI (c) (required)				History 2	Geometry 2					
C (required)		Geometry C 1 English 4 C 2		English 4 C 1		Geometry C 2				
C (elective)	Zoology 2-2, 3, 5	Latin 2 Zoology 2-2, 3, 5	Latin 2 History 6	Latin 4	Latin 6 History 6 Geography C 2	Geography C 1				
X (required in the 5 year course)			English 4		Geometry 2	Botany 2-2, 4, 6	Botany 2-2, 4, 6			
X (required in the 4 year course)		English 2		Algebra 2		Botany 2-2, 4, 6	Botany 2-2, 4, 6			
X (c) (required) Observation to be arranged		English 4	History 6	Elementary Agriculture 1	I. Geography 2					
IX, (c) (required) (second term work) Observation to be arranged		I. Music 2-3, 6 II. Music 2-3, 5 I. Reading 2-2, 3, 5 II. Drawing 2-2, 4	I. Physiology II. Arithmetic 2	II. Physiology I. Drawing 2-2, 5	I. English 2 II. English 2	I. Arithmetic 2 II. Reading 2-2, 3, 4, 5				
IX, (c) (required) First term work		English 1	Botany 1-2, 4, 6 Drawing 1-3, 5	Botany 1-2, 4, 6 Music 1-3, 5	Reading 1-2, 4, 5	Arithmetic 1				
Observation to be arranged	Botany 2-2, 4, 6	Botany 2-2, 4, 6								
IX			I. Algebra 2 II. English 2	I. English 2 II. History 2	Algebra 1	I. History 2 II. Algebra 2 Course I.-3, 5 II.-2, 4	Course III.-2, 4	Course I.-2, 4 II.-3, 5	Course I.-3, 5	Course II.-2, 4 III.-3, 5
Physical Training Girls										
Boys										

NOTE—Numbers following a dash indicate the days of the week, beginning with Monday. Roman numerals prefixed to a subject indicate the section of the class.

18. Announcement of the Summer Session of 1907.
19. Annual Catalogue Number, 1906-1907.
20. The School Garden II, *by Otis W. Caldwell, Ph. D.*
21. Announcement of the Summer Session of 1908.
22. Annual Catalogue Number, 1907-1908.
23. Some Problems in Education, *by John M. Coulter, Ph. D.*
24. Announcement of the Summer Session of 1909.
25. Annual Catalogue Number, 1908-1909.
26. Education and Utility, *by W. C. Bagley, Ph. D.*
27. Announcement of the Summer Session of 1910.
28. Annual Catalogue Number, 1909-1910.
29. Eastern Illinois Teachers' Association—Thirteenth Annual Meeting.
30. Reading in the Grades (Second Edition), *by Katharine Gill.*
31. Announcement of the Summer Session of 1911.
32. The Annual Invitation Athletic and Oratorical Meet, held at the Eastern Illinois State Normal School.
33. Annual Catalogue Number, 1910-1911.
34. Schoolroom Gymnastics and Graded Games, *by Alice M. Christiansen.*
35. Announcement of the Summer Session of 1912.

36. Annual Catalogue Number, 1911-1912.
37. Views of the Buildings and Grounds.
38. Arguments for Vocational Guidance, *by E. E. Lewis, A.M.*
39. Announcement of the Summer Session of 1913.
40. Annual Catalogue Number, 1912-1913.
41. English Literature in Secondary Schools: The Rise of the Drama in England; Outlines for the Study of Literature, *by DeWitt C. Sprague, Ph.B.*
42. Preliminary Announcement of the Summer Session of 1914.
43. Announcement of the Summer Session of 1914.
44. Alumni Register, 1900-1913.

THE SCHOOL GARDEN AND GREENHOUSE

An opportunity is given for seeing the work done by pupils of the model school in elementary agriculture. Small plots of grounds are planted and cared for by the students under the direction of the gardener and the teachers. Connected with the students' garden is a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the method of propagation, crop rotation, and some of the principles of plant breeding.

An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories.

Additional facilities for field observations

and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes walk of the biological laboratories.

THE CHRISTIAN ASSOCIATIONS

Both the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

ATHLETICS

All athletic contests in which the school participates are under the control of an athletic association, of which the majority of the men of the school, both students and teachers, are active members.

Students to be eligible to take part in contests with other schools must carry at least twelve periods of work each week and make an average grade of at least seventy per cent.

THE ATHLETIC AND ORATORICAL MEET

The Sixth Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association, was held at Charleston, May 9, 1914. The track and field events were held on the Normal School athletic field and the oratorical contest in the assembly hall. There were twenty-eight high schools entered in the field meet, and twenty-one boys and nineteen girls in the oratorical contest. The track was in very good condition and the meet was witnessed by about twenty-five hundred people.

The athletic meet was won by Tuscola with a

total of 19 points. Decatur won the relay race. Mr. Stalker, of Tuscola, scored the greatest number of points and received the twenty-five dollar cup, presented by Mr. J. A. Parker, a Charleston merchant. The only record which was broken was the pole vault, by Mr. Haworth of Georgetown.

In the girls' division of the oratorical contest Miss Lois Scott, of Mattoon, won first place; Miss Edna Auble, of Hillsboro, second place; and Miss Nonna Brown, of Le Roy, third place.

In the boys' division, first place was won by Mr. Freeman Hammond, of Pana; second place, by Mr. Albert Decker, of Hoopeston; and third place, by Mr. Leland Colvin, of Charleston.

THE ALUMNI ASSOCIATION

Wednesday of commencement week is Alumni Day. Returning graduates attend morning exercises at nine o'clock and the Alumni reception at eight o'clock in the evening. It is customary to have in the afternoon a ball game between members of the regular team and players on former teams. A large number of alumni attended the fifteenth anniversary celebration this year.

The officers of the association are:

Mr. Charles Wallace, President.

Miss Mary V. Bruner, Vice-President.

Mr. Lewis S. Linder, Secretary and Treasurer.

ASSOCIATIONS OF FORMER STUDENTS

The Charleston Club of Chicago and the Charleston Club of the University of Illinois are organizations of former students of this school. These clubs meet occasionally in a very pleasant way and all former students or teachers, living

in or near these centers, will be notified of these meetings if they will send their names to the secretary.

The officers of the Charleston Club of Chicago are:

Mr. Homer C. Sampson, President.

Mr. Martin L. Dollahan, Vice-President.

Miss Myrtle A. Davis, Secretary and Treasurer.

The officers of the Charleston Club of the University of Illinois are:

Mr. Arthur O. Frazier, President.

Mr. Benjamin F. Anderson, Vice-President.

Mr. Paul G. Ewald, Secretary and Treasurer.

THE NEW CERTIFICATING LAW

On and after July 1, 1914, a new law relating to the granting of teachers' certificates will be in force. By the provisions of this law, a third grade elementary school certificate, valid for one year in the first eight grades of the common schools of the county in which it is issued and in no other county, *may at the option of the county superintendent* be issued without examination to persons who have successfully completed two years of work in a recognized Normal School, or one year of such work if the applicant is a graduate of the tenth grade. This certificate is renewable once only and on evidence satisfactory to the county superintendent of three months' successful teaching or six weeks' professional training. This certificate is not issued the second time to the same person.

A second grade elementary school certificate, valid for two years in the first eight grades of the common schools of the county and in the ninth and tenth grades, when indorsed for the same by the county superintendent *may at the option of the county superintendent* be issued without examination to persons who have completed the junior year's work in a recognized Normal School or its equivalent. This certificate is renewable on evidence satisfactory to the county superintendent of six months' successful teaching or twelve weeks' professional training, and a second time if in the period following the date of issue the holder shall have acquired eighteen weeks' professional training in any recognized school provided for such training.

A first grade elementary school certificate,

valid for three years in the first ten grades of the common schools of the county, and in the high school when endorsed for the same by the county superintendent *shall be issued* to graduates of a recognized Normal School, or from an institution offering an equivalent preparation, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

Third grade and second grade certificates are valid for teaching only. A first grade certificate is valid for supervision in all positions where the principal or superintendent teaches one half or more of the time.

A high school certificate, valid for three years in the high schools of the county, and renewable indefinitely for periods of three years on evidence satisfactory to the county superintendent of successful teaching or supervision and professional growth has the following requirements: (1) graduation from a recognized high school, or an equivalent preparation; (2) a certificate showing the completion of at least two years' successful work in any recognized higher institution of learning, and (3) an examination in English, pedagogy, and six high school subjects, three majors and three minors, chosen from a list prescribed by the examining board: *Provided, however*, that graduates of a recognized Normal School, College or University may offer within three years after graduation, certified credits in lieu of examination in the above subjects accompanied by faculty recommendations of ability to teach in the high school.

The law contains also provision for supervisory, kindergarten-primary, and special certificates issued by a county superintendent. The Superintendent of Public Instruction is empowered to grant four-year elementary school,

high school, and supervisory certificates which shall at the time of their expiration become valid and be endorsed for life upon evidence of successful teaching or supervision satisfactory to the Superintendent of Public Instruction.

A first and second grade elementary school certificate, a high school certificate, a supervisory certificate, a kindergarten-primary certificate, or a special certificate is valid in the county of issue, and in any county of the state when endorsed by the county superintendent of such county, upon evidence of successful teaching, certified by the county superintendent in whose county the teaching has been done.

All certificates, whether state or county, must be annually registered and endorsed, and a fee of one dollar must be paid.

COURSES OF STUDY

A revision of the courses of study went into effect, September, 1913. An adjustment course is offered for those who have completed two years or more of the four-year course.

The school year consists of two terms of nineteen weeks each. A summer session of six weeks is held immediately after the close of the regular school year.

A unit means a year's work in a subject reciting not less than four times a week. Below the junior year, subjects require five periods a week; in the junior and senior years, four periods a week. All laboratory sciences require six periods a week.

The elementary school offers eight years of work and the Normal School is open to all graduates of the eighth grade. The act of the state legislature, known as the Lindley Bill, creates township scholarships in the Normal Schools of the state and requires them to admit graduates of the eighth grade who possess the highest qualifications in their respective townships. To provide work suitable to these and other graduates of the eighth grade the work of the ninth year is offered.

OUTLINE OF COURSES

I. A one-year course for college graduates. Five units, taken from the work offered for juniors and seniors, are required for graduation.

II. A two-year course for graduates of accredited four-year high schools. Ten units are required for graduation.

III. A three-year course for graduates of three-year high schools or holders of first grade

certificates. Fourteen units are required for graduation. The first four units are taken from work offered for the first three years of the five-year course. The remaining ten units are the same as for the two-year course. High school work, or work covered by the first grade certificate, must not be duplicated in any of these fourteen units.

IV. A four-year course for those who have completed two years of high school work or who hold a second grade certificate. Eighteen units are required for graduation. The first eight units are taken from the work offered for the first three years of the four-year course, the remaining ten units are the same as for the two-year course. High school work must not be duplicated.

V. A five year course for those who have completed the eighth year of common school work. Twenty-two units are required for graduation, the last ten being almost the same as those offered in the two-year course.

V. c. A two-year course for those who wish to prepare in as short a time as possible to teach a country school. Eight units are required. Graduates of the eighth year may take either this course or the regular five-year course. Upon the completion of this two-year course the school gives the student a statement that he has completed in this school two years of work in preparation for teaching in a common school. The holder of this certificate may receive the diploma of the five-year course upon completing fourteen more units, as indicated under the heading V. c. in the condensed outline of courses.

Undergraduates of high schools should bring a complete record of their high school work.

Electives

There are two groups of electives: group I. is open to students below the junior year; group

II. is open to juniors and seniors. The numerals indicate the number of units or years of work offered in each subject. Students are urged to plan their electives with reference to the possibilities for the whole course rather than by years. For example, to a student in the five-year course, wishing to elect science, the school offers one year of required botany and two years of advanced elective work in the same subject; two years of zoology, one of physics, one of chemistry, one of required geography, and two years of advanced elective work in the same subject, two years of elective agriculture, and one-half year of required physiology. To a student in the five-year course wishing to take work in literature and arts, the school offers three years of required English and two years of advanced elective work; four years of high school Latin and one year of advanced work, three years of German, one year of required history, two years of elementary elective history, and two years of advanced elective work; two years of advanced work in mathematics.

Two years' work in domestic science, two in agriculture, and two in manual training are elective in all courses.

Students are advised to consult the heads of the departments in which they wish to elect the greater part of the work.

Electives

Group I., open to students in the IX., X. and XI. years.

<i>Latin</i> 3	<i>Domestic Science</i> 2
<i>German</i> 3	<i>Manual Training</i> 2
<i>History</i> 2	<i>Agriculture</i> 2
<i>Science</i> 3	<i>Botany</i> ½
<i>Physics</i> 1	<i>Zoology</i> ½
<i>Zoology</i> 1	<i>Physics</i> and
<i>Botany</i> 1	<i>Chemistry</i> , 1.
<i>Mathematics</i> 1	

Group II., open to students in the junior or B year, and the senior or A year.

<i>Latin</i> 2	<i>Geology</i> $\frac{1}{2}$
<i>German</i> 2	<i>Reading</i> 1
<i>History</i> 2	<i>Drawing</i> 1
<i>English Literature</i> 2	<i>Domestic Science</i> 2
<i>Mathematics</i> 2	<i>Manual Training</i> 2
<i>Economics</i> 1	<i>Agriculture</i> 2
<i>Science</i>	<i>Practice Teaching</i> 1
<i>Physics</i> 1	<i>The Teaching of</i>
<i>Zoology</i> 2	<i>English</i> $\frac{1}{2}$
<i>Botany</i> 2	<i>Arithmetic</i> $\frac{1}{2}$
<i>Chemistry</i> 1	<i>Geography</i> $\frac{1}{2}$
<i>Geography</i> $1\frac{1}{2}$	<i>History</i> $\frac{1}{2}$

The number of elective units required in each course is as follows:

Three in the two-year course,

Five in the three-year course,

Six in the four-year course,

Eight in the five-year course,

Six in the five-year course for country school teachers.

The Adjustment Course

Students who have completed the first two years of the four-year course will continue their work as follows, substituting an elective unit if they have already had physiology and manual training:

B	A
5 units	5 units
<i>Psychology</i> 1, 2	<i>Education</i> 1, 2
<i>Special Method</i> 1, 2	<i>Teaching</i> 1, 2
<i>Physics or elective</i>	<i>Physiology</i> A;
<i>Elective</i>	<i>Manual Training</i> (3) A
<i>Elective</i>	<i>Elective</i>
	<i>Elective</i>

Students who have completed the first year of the three-year course will complete the ten units listed under B and A above. If they have already taken physiology or manual training, they will substitute equivalent elective work.

One-Year Course for College Graduates

This course is offered to all graduates of reputable colleges who, having mastered more or less thoroughly the subject-matter of their chosen work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects that the candidate is preparing to teach.

The work is as follows :

General psychology

The development of the child

The psychological foundations of educational method

Theory of school management

American history

Economics

Physiography

Commercial geography

Work in the training department

Subjects elected from other courses

DESCRIPTIVE OUTLINE OF COURSES

PSYCHOLOGY

1, 2. The first aim in psychology is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

Finally, a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of a psychological principle is a much easier thing than its ready application to the learning mind.

PRACTICE TEACHING

1, 2. A considerable part of the teaching is done by the student-teachers. All students graduating from the Normal School are required in their senior year to take throughout the year a course in practice teaching. For this purpose the school year is divided into four quarters. Each quarter the list of student-teachers is divided into as many groups as there are critic-teachers and one group is assigned to each critic for the quarter. By the critic-teacher the student is assigned to teach a particular subject in her grade. Each quarter the student is assigned to a different

grade, usually two grades in advance of his previous assignment, and to a different subject, until the fourth quarter when the student's preference for grade and subject is considered.

In the beginning of the first quarter, the student makes plans for teaching the lessons in his assigned subject after discussing the subject-matter with the critic-teacher, but for about two weeks the teaching is done by the critic-teacher, the student observing. Gradually the teaching is turned over to the student, the critic-teacher observing, and discussing the lessons and lesson plans before and after the student teaches the lesson. Each critic-teacher holds one general meeting each week with her group of students, besides special conferences with individuals. She also does as much of the teaching throughout the quarter as seems to her necessary to keep the class up to standard and to furnish the student opportunity to observe expert teaching.

OBSERVATION

General Observation A. In connection with their work in teaching all seniors are required to take a course in general observation. The class meets one period a week throughout the year for the discussion of the work of the Elementary School which they have been directed to observe. This course in observation is directed at first along the line of school management but soon emphasis is placed upon the recitation and they observe typical lessons taught by the critic-teachers.

Observation C. A course in rural school management and methods is required of all students taking the two-year course to prepare for teaching in rural schools. A large part of the course consists in observation of the work of the training school, both the regular work of the school and special lessons given to illustrate certain points

in pedagogy. The class meets for two periods a week throughout the two years. Recognizing that a majority of the students taking this course plan to begin teaching in rural schools at the close of their first year's work, the work is planned to cover in the first year in an elementary way the most vital problems they must face in teaching a rural school. Many of these problems are considered again more thoroughly the second year.

- 1, 2. This course will include discussions of
 - I. Physical conditions of the rural school including
 - a. The schoolroom—lighting, heating and ventilation, seating arrangement, cleanliness, decoration.
 - b. The playground and its use.
 - II. The rural school curriculum.
 - a. The Illinois course of study.
 - b. Methods in the special subjects,—talks given by the critic-teachers of the training school illustrated by lessons with their pupils, observed by the students.
 - c. The use of local material in the various subjects.
 - III. Making a daily, weekly, and yearly programme under the varying conditions that arise in different rural schools.
 - IV. Rural school routine and problems of discipline.
 - a. Some attention to Illinois school law.
- 3, 4. This course covers the same general line as the first year's work, except that at the

beginning a better foundation is laid. The aim and purpose of the rural school and its relation to the community are treated in an elementary way. Less stress is laid upon the Illinois course of study which was so strongly emphasized the first year. More emphasis is placed upon conducting the recitation and the study period. The observation of the work of the training school is more generally directed with a specific purpose.

EDUCATION

1, 2. A year of work in education is required of seniors in all courses. Education 1, 2 consists of work in the history of education and considers the development of the institutions, principles and practices of elementary education in modern times. School management is also studied. Both courses are offered in both terms, so that a student who is irregular can get both in the same term.

SPECIAL METHODS

Special methods 4 B is required in the junior year, of students in the adjustment course and in the five-year course for country school teachers. It consists of six courses of six weeks each, *grammar, arithmetic, and reading* being given in one term and *history, geography, and nature study* in the other term. High school graduates who are irregular and need six weeks' work in any of these subjects in order to complete required work in the two-year course may take such a part of this course as they may need.

Each of the courses that make up the year of work in special method is outlined under the subject to which it belongs.

ENGLISH

1, 2. Elements of English. This is a course in the elements of composition with grammar

review. It includes instruction in the use of the library and the required reading of several good books. The course emphasizes practical composition, letter-writing, oral and written recitations in other subjects, and the qualities of all good speech.

3, 4. Rhetoric. This course in English composition is more advanced than 1 and 2. While the emphasis is still placed on the qualities of effective expression, the principal forms of prose discourse furnish the basis for class work. Much attention is given oral composition, which usually precedes written work. Incidentally the course furnishes an introduction to the study of literature since the English classics used in class are selected with that end in view.

5, 6. English Literature from Shakespeare to Scott. Although in this course the student will be expected to get a fair idea of the history of this period of literature, the class work will be devoted mainly to the literature itself. In making the necessary selections for study, the instructor will be guided by the capacity of the class and the usual demands of an introductory course in literature.

7, 8. Nineteenth Century Prose, English and American. This course introduces the student to some of the best modern essayists, novelists, and dramatists. The aim is primarily to arouse his interest in these forms of literature, and secondarily to furnish him with standards of judgment. Elective A and B.

9, 10. Nineteenth Century Poetry, English and American. This course attempts to cultivate some appreciation of poetry, its qualities and forms, and some insight into the development of English poetry. The class will study in some detail English and American poetry of the nine-

teenth century. Except by special arrangement, Course 9 is a prerequisite for Course 10. Elective A and B.

11. Grammar. This course gives a review of the fundamental facts of grammar and some study of method. Required in the first year of the two-year course.

12. English Methods. This course gives instruction and observation in the teaching of English in the grades, emphasizing grammar, composition or literature according to the needs of the class. Course 11 or its equivalent is a prerequisite. Elective A and B.

13. Grammar Methods. This is a short course in the methods of teaching grammar. It includes study and criticism of definitions, comparison of various modes of analysis, and the preparation of lesson plans. Required of B students in the course for country school teachers, and of 4B students in the adjustment course. Six weeks.

READING AND PUBLIC SPEAKING

Reading 1, 2. This course is designed to improve the student's silent and oral reading, and to give him some knowledge of how the subject of reading should be taught. The class is given almost daily practice in oral reading, working upon but one phase of the subject at a time, such as naturalness, directness, imagery, emotion, pronunciation, or enunciation. While no attempt is made to study intensively methods of teaching reading, attention is directed throughout the entire course to how certain selections may be used and studied.

Reading B, 1, 2. The work in this course is

more advanced. In the first part of the course the class attempts to discover the standards by which oral reading may be judged. This is followed by the oral interpretation of literature in which these standards are applied and tested. Emphasis is laid upon the reading of poetry. In the latter part of the course, a study is made of the methods and devices used in teaching reading.

Reading A, B. Elective courses in public speaking are open to those who have completed one of the regular courses in reading. The purpose of the course is to give training and practice in speaking in public in a clear, direct, earnest, natural manner, known as conversational. In accomplishing this, these elements are considered: breathing, voice, pronunciation, articulation and enunciation, bearing and gesture. The student has practice in speaking before the class, followed by definite criticism by the teacher. The students begin with selections from speeches, of simple, unimpassioned character and proceed to selections which possess more feeling. When sufficient progress is made the students are expected to write three or five minute speeches on subjects easily within their knowledge and to deliver these first from memory, then from an outline but with speech not committed to memory, and finally with nothing but a careful thought preparation of the subject.

The work of the first term includes the delivery of declamations with considerable attention to the development of the breathing, voice, pronunciation, articulation and enunciation, gesture and bearing. It is prerequisite to the work of the second term which gives attention to the preparation and delivery of speeches written by the students themselves. (Omitted 1914-1915.)

HISTORY

For Students in the Ninth, Tenth, and Eleventh Years

1. The History of Greece to the Roman Conquest. Required in the first term of the ninth year.

2. The History of Rome and of Mediaeval Europe to 814 A. D. Required in the second term of the ninth year.

3. The History of England to 1603. First term.

4. The History of England from 1603 to the present. Second term.

5. American History and Government to 1829. First term.

6. American History and Government from 1829 to the present. Second term. Courses 5 and 6 are required in the second year of the course for those preparing to teach in the country schools. They are open to all other students in the tenth and eleventh years.

For Juniors and Seniors

7. This is a required course in the second half of the junior year. In addition to the serious study of a selected period of history the methods of teaching will be discussed and illustrated.

8. The Teaching of History, one term. For those preparing to teach history in the elementary or secondary schools.

9. The History of Western Europe, from the Fourth Century to 1715. First term. (Omitted 1914-1915.)

10. The History of Western Europe, from

1715 to the present. Second term. (Omitted 1914-1915.)

11. The History of the United States, from 1750 to 1879.

12. The History of the United States, from 1829 to 1879.

The instruction in history aims to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3) some familiarity with the method and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration, are to be sought but not too exclusively. An attempt is made to develop a conception of history from the works of modern historians, and to show the relation of such a conception to history in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for school history can be selected with due regard to a conviction that history has rights as well as pedagogy.

Current methods of teaching history in the grades and up through the secondary school are studied and illustrated, together with the special literature on the subject. A critical examination of historical textbooks is attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers are exhibited.

ECONOMICS

For Juniors and Seniors

1. The Economic History of the United States. The natural resources, their extent, geo-

graphical distribution and relation to industrial life; the development of agriculture, industry, commerce, and transportation; the changes in methods of production and distribution and their relation to present economic problems. First term.

2. The Principles of Economics. Second term.

LATIN

Latin is elective throughout all courses. First year Latin may be taken in the ninth, tenth or eleventh year; Caesar, in the tenth or in the eleventh year; Cicero and Virgil, in the eleventh and junior years; Latin A, B, in the junior and senior years.

1, 2. First year Latin. A careful study of inflection, syntax, and translation.

3, 4. Second year Latin. Four books of Caesar with selections from the other books. Latin grammar and composition. Roman Antiquities.

5, 6. Third year Latin. Six orations of Cicero with selections from his letters. Latin grammar and composition. The Latin element in English, figures of speech, the reckoning of time, the memorizing of selected passages, sight translation.

7, 8. Fourth year Latin. Six books of Virgil's Aeneid, Greek and Roman mythology, poetical construction, figures, prosody, Virgil's debt to Homer, the memorizing of selected lines and passages, sight translation. Courses 5 and 6 alternate with courses 7 and 8. Virgil is offered in 1914-1915.

9. Livy, Books I. and XXI. First term.

10. Horace, Odes. Second term.

11. Cicero, De Senectute and De Amicitia. First term.

12. Horace, Satires and Epistles. Second term.

Courses 9, 10, 11, 12 are A, B electives, open only to juniors and seniors. Courses 9 and 10 alternate with Courses 11 and 12, but will not be offered this year. Four years of Latin are prerequisite to any of the Courses 9, 10, 11, 12.

GERMAN

German is elective throughout all courses. By electing it in the IX., X., or XI. year, one will be able to have three years of German before completing the five, four, or three-year course. The aim is to give the pupil such knowledge of the principles of German grammar and such practice in reading and translating as will enable him to understand and enjoy the masterpieces of German literature.

Effort will also be made to have him understand and use the spoken language.

1, 2. *First Year German.* The work of this year includes drill in the pronunciation of German sounds, a study of the grammar, with written and oral exercises, and the reading of easy stories. Bacon's Grammar and *Im Vaterland* are the basis for the work in this year.

3, 4. *Second Year German.* In the second year the work in grammar is continued and the class reads *Im Vaterland*, *Höher als die Kirche*, *Immensee*, and other stories of the same rank.

Free reproduction of the material read and memorizing of German poems are required, and practice in sight reading is also given.

5, 6. *Third Year German.* The work of this year includes practice in composition and the reading and study of masterpieces as *Wilhelm*

The Teaching of Arithmetic. This course is a continuation of Arithmetic B. It is a preparatory course for those who wish to fit themselves espe-

OUTLINE OF COURSES OF STUDY

I. The One-Year Course	II. The Two-Year Course	III. The Three-Year Course	IV. The Four-Year Course	V. A Five-Year Course	V. c. Another Five-Year Course	An Adjustment Course (Retained for two years)	Electives IX., X., XI.	Electives A, B
For College Graduates	For Graduates of Four Year High Schools	For Graduates of Three-Year High Schools or Holders of First Grade Certificates.	For those who have completed two years of High School Work or who hold Second Grade Certificates.	For Graduates of the Eighth Grade.	For Graduates of the Eighth Grade who wish to prepare to teach a country school. The first two years of this course give principally the subjects required for a second grade certificate.	For students who have already begun the former Four-Year Course.	Latin 3 1 German 3 History 2 Science 3 Physics 1 Zoology 1 Botany 1 Mathematics 1 Domestic Science 2 Manual Training 2 Agriculture 2	Latin 2 German 2 History 2 English Literature 2 Mathematics 2 Economics 1 Science Physics 1 Zoology 2 Botany 2 Chemistry 1 Geography 1 1/2 Geology 1/2 Reading 1 Drawing 1 Domestic Science 2 Manual Training 2 Agriculture 2 Practice Teaching 1 The Teaching of English 1/2 Arithmetic 1/2 Geography 1/2 History 1/2
Number of units* required for graduation	5	10	14	22	22	18		
Class IX.			English 1, 2 Algebra 1, 2 History 1, 2 Elective Physical Education 1 (2) There must be no duplicating of work offered for entrance	English 1, 2 Algebra 1, 2 History 1, 2 Elective Physical Education 1 (2)	C English 1, 2 Arithmetic 1, 2 Botany 1 Physiology and Hygiene 1 Reading (3), Music (2), Drawing (2), 1, 2 Observation (2), 1, 2 Elective Allowed Physical Education I. (2)			
X.			English 1, 2† Algebra 1, 2 Botany 1, 2 Elective Physical Education I. (2)	English 3, 4 Geometry 1, 2 Botany 1, 2 Elective Physical Education II. (2)	C English 3, 4 Algebra 1 Element, Agric. 1 Geography 1, 2 History and Civics 1, 2 Observation (2), 3, 4 Elective Allowed Physical Education II. (2)			
XI.		Complete four units without duplicating of work, but including required work of IX., X., XI, not done before entering this school. Physical Education I. (2)	English 3, 4 Geometry 1, 2 Geography 1, 2 Elective Physical Education II. (2)	English 5, 6 Geography 1, 2 Physics or Elective Elective Physical Education III. (2)	C Algebra 2 Geometry 1, 2 History 1 or 2 Elective Elective Physical Education III. (2)	C Algebra, Geometry English 3, 4 Elective Elective Physical Education II. (2)		
B Junior	Complete five units taken from work offered for A and B Classes.	Psychology 1, 2 Arithmetic B; History B Geography B; Grammar B Reading (3), Drawing (2) B, 1, 2 Elective Physical Education I., II. or III. (2)	Psychology 1, 2 Arith. B; History B Read. (3), Draw. (2) B, 1, 2 Elective Elective	Psychology 1, 2 Special Method 1, 2 English 5, 6 Physics 1, 2 or Elective Elective	Psychology 1, 2 Special Method 1, 2 English 5, 6 Physics 1, 2 or Elective Elective	4 B Psychology 1, 2 Special Method 1, 2 Physics 1, 2 or Elective Elective Elective		
A Senior		Education 1, 2 Physiology A; Manual Training (3), Music (2), A Teaching (5), 1, 2 Elective Physical Education II. or III. (2)		Education 1, 2 Teaching 1, 2 Elective Elective Elective	4 A Education 1, 2 Teaching 1, 2 Physiology A; Manual Training A (or elective unit) Elective Elective			

* A unit is a year's work in a subject recited not less than four times a week.

† Numbers after subjects in the columns under courses indicate the number of the course as described in the catalogue. Numbers in parenthesis indicate the number of recitations per week.

‡ Numbers after subjects in the columns of electives indicate the number of units or years of work offered.

The school year consists of two terms of 19 weeks each.
Physical education, two periods a week, is required in the first two years of each course. Course III. is elective.

Tell, Maria Stuart, Minna von Barnhelm, etc. The study of each drama includes a study of the author, the structure and composition of the drama and its place in German literature.

MATHEMATICS

Arithmetic 1. The work of this course includes notation, numeration, the fundamental operations with integers and with common and decimal fractions, factors and multiples, the English and metric systems of measure, involution and evolution, and methods of teaching these topics. Required IX. c.

Arithmetic 2. The principal topics are ratio and proportion and their application to simple problems of geometry, mensuration, percentage and its applications, literal arithmetic, and methods of teaching these topics. Required IX. c. Courses 1 and 2 include methods in arithmetic.

Arithmetic B. The subject-matter of this course is essentially that of Arithmetic 1 and 2, but the work is more advanced and assumes a knowledge of elementary algebra and geometry. Required in the B year of all students who have not had Arithmetic 1 and 2.

Methods in Arithmetic. An effort is made to have the students become familiar with the best literature of the subject and with recent tendencies in the teaching of mathematics, and to have them discover the rational basis for the organization of a course of study for arithmetic in the grades. Six weeks. Required in the B year of the country school teachers' course and of the adjustment course.

The Teaching of Arithmetic. This course is a continuation of Arithmetic B. It is a preparatory course for those who wish to fit themselves espe-

cially for the teaching of arithmetic, and includes a study of both subject-matter and methods. Elective in all courses except the country school teachers' course.

Algebra 1. The course covers algebraic notation, the fundamental operations, factoring, highest common factor, lowest common multiple, fractions, graphs, and simple equations in one and two unknowns. Both in this course and in Algebra 2 applications are made to simple problems in physics, mechanics, and geometry. Required IX. and X. c.

Algebra 2. The topics studied are involution and evolution, simultaneous equations of the first and second degree, theory of exponents, radicals, complex numbers, and quadratic equations. Required IX. and XI. c.

Plane Geometry 1. Books I. and II. In all the courses in geometry, special attention is paid to the solution of original exercises. Required X. and XI. c.

Plane Geometry 2. Books III., IV., and V. Required X. and XI. c.

Solid Geometry 3. Books VI., VII., VIII. Prerequisites, Plane Geometry 1 and 2. Elective in all courses.

Advanced Algebra 3. The subject-matter includes the theory of quadratic equations, simultaneous equations of the second degree, ratio and proportion, arithmetical, geometrical and harmonical progressions, logarithms, permutations and combinations, and probability. A study is made of determinants and their application to sets of linear equations, the binomial theorem, and so much of the theory of equations as to include the elementary transformations, location of roots, Sturm's theorem, Horner's method of approxima-

tion, binomial equations, and the solution of the general cubic and biquadratic. Prerequisites, Algebra 1 and 2. Elective in all courses.

Plane Trigonometry. This course includes the definitions and properties of the trigonometrical functions, the deduction of important trigonometrical formulae, the use of tables of logarithms, the solution of plane triangles, and various practical applications. Elective in all courses.

Plane Analytical Geometry 4. This is an elementary course in plane analytical geometry, and deals in particular with the properties of the conic sections, including a discussion of the general equation of the second degree. Prerequisite, plane trigonometry. Elective in all courses.

Students who have completed algebra or geometry before entering, will substitute an elective unit for the required courses.

GEOGRAPHY

The object of the work in geography is to give the pupils a knowledge of the earth's surface as the home of man, to show how physical conditions of the earth's surface have influenced life conditions, such as the distribution of peoples and industries, and to show how man has been able to become master of natural conditions, such as aridity of climate.

An attempt is made to have the pupil learn to picture for himself as clearly as possible those parts of the world that he has not seen, and for this the department is well equipped with maps, globes, relief models, pictures, and lantern slides, as well as books and pamphlets. There is also a good collection of industrial materials for illustrating the commercial side of geography.

1. In this course a study is made of land forms and their development, of atmosphere and

climate and of the influence of these upon the distribution of people, their modes of living, industries and institutions. Most of the applications will be made in the United States. The aim of the course is to give not only the elements of geography but training in clear thinking and some time will be given to methods of presentation of the subject. Text: Salisbury, Barrows and Tower, *Modern Geography*.

2. *Geography of South America and North America*. Prerequisites Geography 1 or 3 or their equivalent. Elective in the two-year course, required in other courses. Second term.

3. *The Basis of Geography*. In this course the principles of physical geography are studied and through typical examples are shown to be an important determining element in the mode of living, industries and distribution of peoples. Required in the two-year course. Offered both terms. Text: Salisbury, Barrows and Tower. *Essentials of Geography*.

4. *The Geography of Eurasia*. Given in alternate years beginning 1914. First term. Elective for juniors and seniors.

5. *Commercial Geography*. Given in alternate years beginning 1915. Second term. Elective for juniors and seniors.

6. *The Teaching of Geography*. Required in the junior year for those who have taken the course preparatory to country school teaching. Elective for all other juniors and seniors.

Geology. Elective for juniors and seniors in the first term. Alternates with Geography 4, beginning 1913.

PHYSICAL SCIENCES

Physics 1, 2. A year's work in physics is offered. While the subject is not required, stu-

dents in the four and five-year courses are advised to elect it in the eleventh year. It may also be elected in the junior and senior years. Elementary algebra and plane geometry are prerequisites.

Two double periods a week are devoted to laboratory work. About forty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat, is best adapted to a one-year course in the laboratory and of such fundamental value in the study of physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time.

Three periods a week are given to recitations based upon the laboratory work and the text book, to the demonstration by the teacher with simple experiments of physical principles, and to the applications of these principles in numerous problems.

Though the value of formulæ as brief and concise statements of law is emphasized, students are required to give a logical analysis of each problem and no mere substitution of values in a formula is accepted. It is believed that such a process is mechanical and not conducive to mental activity or power.

Chemistry 1, 2. One year's work in general

inorganic chemistry is offered as an elective in either the junior or senior year. The work consists of two laboratory periods of double length and of two recitations each week throughout the year.

The greater part of the time is given to the study of non-metals because of their peculiar value in the development of chemical theory.

About two months is given to the study of the metals and some attention is given to the matter of solubilities of salts. It is intended that students completing the year's work shall have some skill in manipulation and be ready for the intelligent study of qualitative analysis and other branches of applied chemistry.

In the laboratory the preparation and properties of a number of common elements and compounds are studied, and a number of quantitative experiments, illustrative of chemical law, performed. The laboratory is well equipped.

Many problems in chemical arithmetic are introduced during the year.

BIOLOGICAL SCIENCES

By means of these courses students are brought into contact with organic nature and obtain an insight into the structures, processes, and environmental relations of living beings. Biological study gives opportunity for accurate and complete observation, for correct interpretation of objects, and for the derivation of inferences, and generalizations. In addition to these methods of thought, the facts and observations are in themselves interesting and important. They aid in establishing a relationship between the student and his organic environment. They form the scientific basis for the understanding of agricul-

ture, sanitation, hygiene, and other economic phases of biology.

Botany 1. This course presents an introduction to plant life. It deals mostly with the structures and physiological processes of the higher plants. In so far as is consistent with the scientific development of the subject, materials of economic interest are used. Elective in the two-year course, required in all others. First term.

Botany 2. This course takes up the classification of plants on an evolutionary basis. The life histories and the economic importance of the several major groups of plants are considered. Several weeks are devoted to the fungi and bacteria in relation to agriculture, hygiene, and sanitation. Elective in the two-year course, required in all others. Second term. Prerequisite, Botany 1.

Botany 3. Plant Ecology. The study of plants and plant organs in relation to the factors of the environment. Lectures, laboratory work and assigned readings. Prerequisites, Botany 1 and 2. Elective in all courses. First term. 1914-1915.

Botany 4. Plant Ecology. A study of the associations of plants in nature. Most of the time will be spent in a study of the plant associations of the vicinity. Some attention will be given to the methods of identification of plants, and the preparation of an ecological herbarium. Prerequisites, Botany 1, 2, 3. Elective in all courses. Second term. 1914-1915.

Botany 5. The General Principles of Evolution. Variation, heredity, the environment, and selection will be the topics discussed. Lectures and assigned readings, with some laboratory work. Prerequisites, Botany 1 and 2, and Zoology 1 and 2. Elective in all courses. First term. 1915-1916.

Botany 6. The Green Algae. The structure, classification, and life histories of the green algae, especially those of Illinois will be considered. Some attention will be given to the occurrence and periodic appearance of species in nature. Lectures, laboratory and field work. Elective in all courses. Prerequisite, Botany 1 and 2. Second term, 1915-1916.

Elementary Zoology 1, 2. The main purpose of this course is to train pupils to make accurate observations on animal life and to draw proper conclusions from them. The branches of the animal kingdom with their principal classes will be considered, beginning with the simplest groups and going to the most complex ones. Each will be treated by a somewhat detail study of a typical member of the group from the structural, physiological, and ecological standpoints; and the information so obtained will be used as a basis for a consideration of the group as a whole. Such a procedure should give pupils an acquaintance with animal life in general.

The more important animal habitats, the open field, the woodland, the pond, lake, or stream, and the abode of man, will each be studied, noting the interrelations of the kinds of animals found there and giving especial attention to those most important to man from economic and educational standpoints.

The class will meet for three double periods a week throughout the school year. Laboratory, field, and recitation exercises will be conducted. The course is elective for students in the last three years.

Advanced Zoology 3, 4. This course is designed especially for pupils who wish to specialize in zoology or to teach the subject in schools of high school rank. The nature of the work will be

determined to a considerable extent by the individual needs of the students electing it.

The course is open only to those who have completed the course in elementary zoology or one similar to it. Five sixty-minute periods will be given to the work each week. (Omitted 1914-1915.)

Human Physiology. The tissues and organs of the body are studied in this course as to their structure, function, hygiene, along with its important life processes. Comparisons are made between the body of man and that of lower animals, thus relating the subject to zoology.

The work consists of recitations with some laboratory exercises during five periods a week. Students in the senior year and those of the second year in the course for country school teachers are required to take the course.

AGRICULTURE

Agriculture as an A, B elective will not be offered in 1914-1915. The four courses outlined below are elective in the ninth, tenth and eleventh years with credit of one-half unit each.

Agriculture 1. Botany. Plants will be considered with a view to giving the pupil knowledge of the best ways of growing and handling the more important plant crops; to training him to gather properly data concerning plants and to make correct inferences from them; and to developing in the pupil such an interest in plant life that it will become a source of considerable thought and enjoyment to him.

A familiarity with the more common farm plants, both cultivated and uncultivated, will be sought. The interrelations of these plants and the features that make them beneficial or injurious to man will be noted, and some of the more

important plants will be given detailed treatment, principally from the point of view of their life-processes, methods of propagating or eradicating them.

Some of the topics considered in this course are: soil bacteria, parasitic fungi, seed germination, seed dispersal, pollination, grafting, pruning, and plant breeding.

Agriculture 2. Zoology. Animals will be treated from the same point of view as were plants in the botany work in agriculture. The course will deal chiefly with animals harmful or beneficial to man. Methods of destroying injurious forms and preventing their ravages and ways of encouraging the presence of beneficial ones will be given especial attention, but not to the neglect of important biological principles which their structures and activities may illustrate.

Birds and insects will be given particular attention, and effort will be made to acquaint the pupil with the common and more important forms of these.

Agriculture 3, 4. This is an elementary course in physical science which emphasizes such subjects as soil physics, the chemistry of soils and fertilizers, and the composition and values of foods. While primarily arranged as a part of a general course in agriculture, it also serves to prepare the student for intelligent work in domestic science.

DRAWING

The courses in drawing and painting aim to familiarize the student with the fundamental art principles, in order that he may use them in his everyday life, in and out of the schoolroom; and at the same time to awaken in him a love and appreciation of the beauties of the out-of-door

world. Drawing then becomes a language for the expression of his ideas and emotions.

One year of drawing is required for graduation. This work is taken in the junior year, unless it has already been completed. Students who take the two-year certificate course will have completed their drawing in the first year. The class meets twice a week for fifty minute periods. Some outside work is required. The course consists of the discussion and studio practice in drawing in outline and values from nature,—as flowers, trees, landscapes; color theory; principles of perspective as applied to the drawing of still-life objects,—as pottery forms, boxes, books, furniture, buildings; figure drawing; lettering; elements of composition and design, and harmony of color as applied to surface patterns, borders, decorative panels.

The mediums used are: water color, pencil, charcoal, crayon, brush and ink, chalk, blackboard, and white and tinted paper.

Elective drawing is an advanced course in drawing which has as its prerequisite the above course or its equivalent. The class meets four times a week for fifty minute periods. An hour a day of outside work is required. This course is for students who are especially interested in drawing and wish further work in that subject. The course consists in the study and application of color in decorative art. It includes the study of Oriental colors, color harmonies and advanced work in water color, charcoal, and design. Some outside reading is required.

INDUSTRIAL EDUCATION

A. *Industrial Arts.* Industrial work, suitable for teachers and supervisors of the elementary school, is required in the second half of the

senior year in all courses. Such materials as wood, clay, paper, reed, raffia, metal, and textiles are used in making the projects. The important processes of industry are used as the subject-matter and technique of the course. The application of design to these projects is given a place.

Students specializing in industrial arts will be given an opportunity to do some practice-teaching in this subject.

A, B. *Advanced Cabinet Work.* This course is elective for juniors and seniors. Projects of simple furniture making, involving the construction of types of tables, chairs, and cabinets, are designed and made in this course. This work includes methods of decorating and finishing. The machine processes are emphasized. A portion of the class time is used to discuss various practical problems; the function of technical courses in the upper grades and high school; vocational education and vocational guidance; industrial education in America and Europe; suitable equipments for shops; and courses of study for upper grades and high schools. Eight weeks of this course will be spent in advanced wood-turning and elementary pattern-making.

1, 2. *Elementary Wood-working.* This course is elective in the ninth, tenth, and eleventh years. The aim of this course is a training in the technical processes of wood-working to give skill in the use of hand tools. The circular-saw, band-saw, and planer and jointer are used freely when a student has demonstrated that he has sufficient skill in the use of the hand tools. The students are allowed a certain amount of originality in designing and making pieces involving certain processes and difficulties. A reasonable part of the class time is used in talking over lumbering, saw-milling, hand tools, common joints, types and prin-

ciples of joinery, wood finishing, and practical problems. About six weeks of this course will be spent in elementary wood-turning.

3. *Mechanical Drawing.* This course is elective for students in the ninth, tenth, and eleventh years during the first half year.

A thorough and practical drill is given in the elements of mechanical drawing. After the student has a good understanding of projections, intersections and developments, and working drawings, he will be given some work in machine drafting.

MUSIC

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing the pupils to well known composers, classical and popular. Recitals are given at which both vocal and instrumental works are interpreted by the instructor. The following programmes have been given:

Beethoven

Liszt

Schubert

Schumann

Grieg and Chopin

German Folk Songs

Elliland by Alexander Von Fielitz

The Queen of the Sea by Hummel

Schiller's Lay of the Bell by Romberg.

During commencement week the children of the elementary school give an operetta under the direction of the teacher in music. "The Fairy Grotto" by G. M. Stratton, "Hans and Gretel" by

Humperdinck and Bohm, "Cinderella" by E. Cuthbert Nunn, "Snow White and the Seven Dwarfs" by George F. Root, and "Princess Chrysanthemum" by C. King Proctor have been given.

1. Elementary Sight Singing. Study of major scales, intervals, staff degrees, rhythm, note values, pitch names, key signatures, chromatics and songs. First term.

2. Advanced Sight Singing. Three and four part songs, elementary harmony, tone attack, transpositions, written dictation. Study of the child voice and methods of teaching music in the grades. Second term.

Both terms of music are required in the first year of the certificate course for country school teachers.

3. This course will be offered in two sections: one for those who have not had music, the other more advanced work for those who have had music. It is required of seniors in the second term.

HOME ECONOMICS

The work of the home economics department is elective for juniors and seniors and for students in the eleventh year.

Domestic Science

Domestic Science 1, 2. This course will include selection and preparation of staple foods, a study of food principles and theory of nutrition. Lectures, recitation, and laboratory practice.

Domestic Science 3, 4. A further study of foods, advanced cookery of an experimental nature, planning of meals and table service, and some attention given to planning of courses of study.

This course will also include a series of lessons in dietetics, laundering, and household management. Open to students who have completed domestic science 1, 2.

Domestic Art

Domestic Art 1, 2. Hand and machine sewing; study of stitches used and their application to garments; care and use of machines; drafting patterns; and making of undergarments, shirt-waists, and dresses. Throughout this course a study is made of textiles and weaves with reference to manufacture, use, and durability.

Domestic Art 3, 4. Dressmaking, millinery, and costume design. Open to students who have completed *Domestic Art* 1, 2.

Dressmaking includes planning and making of dresses of wash, woolen, and silk materials; the making of fitted linings, and the use of these on dress forms for fitting and draping dresses.

Millinery includes the making, covering, and trimming of buckram frames; the making and covering of wire frames; blocking of hats of buckram; and making of flowers and other trimmings.

Costume Design. One double period once a week. The course in costume design will be taken up from a constructive standpoint. It will include a study of the relation and influence of materials upon the design of the costume; a study of harmonious color and line combinations in relation to gowns and to the individual.

Students provide their own material subject to the approval of the instructor.

PHYSICAL EDUCATION FOR WOMEN

The department of physical education provides instruction and means for the improvement

and preservation of health and the harmonious development of the body.

It is the purpose of the department to make a careful physical examination of every student at the beginning of each fall term, at the close of the school year, and at such intervals as seem necessary. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study, and exercise best suited to individual development are given by the special teacher in charge.

Violent exercise is discouraged, but students are required to take rational exercise for the proper development of the body and for correcting improper postures in standing, sitting, and walking.

The work requires regular class exercises in the gymnasium during the winter and athletic sports on the field in the fall and spring. Every student in school, unless excused for special reasons by a physician, is required to take the work of this department for two years. Each pupil is expected to have a regular gymnasium suit, which should be obtained at the school in order that suits be uniform both in color and pattern. The cost, including shoes, is about five and a half dollars.

I. Free developing exercises; Swedish gymnastics; elementary apparatus work; elementary balance steps; gymnastic games; folk dancing.

II. Free developing exercises; advanced Swedish gymnastics; advanced apparatus work; gymnastic games; balance steps; folk dancing.

III. *Corrective Gymnastics.* Corrective gymnastics is given as a substitute for the regular gymnastic work for those who are physically weak or faulty in posture. The various forms of

exercise, both active and passive, with massage are determined by the nature of the special case.

IV. *Elective Course.* An elective course is planned to give useful material for graded gymnastic exercises, folk dancing, gymnastic games, and for the recognition of abnormalities and common diseases. This is designed to prepare graduates for teaching free gymnastics in their schools and for exercising intelligent oversight of the physical needs and conditions of school children. This class meets one hour a week and is open to juniors and seniors.

Lectures are given in hygiene, in which careful consideration is made of the various conditions of life, such as air, diet, exercise, sleep, bathing, and occupations that affect the human organism and tend to adapt it to its environment.

Elementary School

The work in the elementary school provides instruction in gymnastics in the schoolroom and gymnasium by the physical instructor twice a week, the critic teachers conducting lessons in the schoolroom other days during the week, time depending on the grade.

In the lower grades formal gymnastic work is used but little, muscular activity being gained through educational play. In the grammar grades the work is more formal, Swedish free exercises being used in combination with games and folk dancing. In the fall and spring the work is conducted out of doors.

Physical examinations and corrective gymnastic work are given in the elementary school by special arrangement.

PHYSICAL EDUCATION FOR MEN

I. Regular exercises in the gymnasium. Free developing exercises, marching, apparatus work, and games.

II. Regular exercises in the gymnasium. Advanced work on the horse and parallel bars, advanced steps, and games.

III. Regular exercises in the gymnasium. Advanced work and practice in teaching.

During the spring term the work will be out of doors and will include games and track work.

During the year lectures will be given on hygiene and kinesiology.

THE LIBRARY AND READING ROOM

The library occupies two rooms in the southwest corner of the first floor of the building. It now contains over 18,500 books and pamphlets.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred twenty-five periodicals, including, in addition to those of general interest, many devoted to special subjects. The books for general circulation are kept in the stack room, to which all students of the Normal School and pupils of the seventh and eighth grades are admitted. For grades lower than the seventh school-room libraries are provided. The library has a dictionary card catalogue and the books are classified according to the Dewey decimal system. There is a large collection of classified pictures for use in all departments. Two trained librarians are in charge, giving necessary aid and instruction to students in the use of books.

The Use of the Library

The aim of this course is to teach the students to use the library with some degree of skill. Certain courses offered require considerable work in the library, including reading, hunting up references, and looking up assigned topics. To do this work with the wisest expenditure of time and effort, students should know how to use the card catalogue, magazine indexes, and some common reference books. Several lessons, which are required of all students, are given at the beginning of each term throughout the different years of the course. An attempt is made to have these lessons prepare for the library work likely to be required for the term. In the senior year a brief course in literature for children is given with required reading of books for children in the different grades.

A List of Periodicals

American Geographical Society—Bulletin
 American Historical Review
 American Journal of Psychology
 American Journal of Science
 American Journal of Sociology
 American Library Association—Book List
 American Library Association—Bulletin
 American Magazine
 American Mathematical Monthly
 American Naturalist
 American Political Science Review
 American School Board Journal
 Atlantic Monthly
 Biological Bulletin
 Bird Lore
 Blackwood's (*American Reprint*)
 Book Review Digest
 Bookman
 Botanical Gazette

Botanisches Centralblatt
Bulletin of Bibliography
Catholic World
Century Magazine
Chicago—Department of Health—Bulletin
Classical Journal
Classical Philology
Classical Weekly
Collier's
Cornell University—Rural School Leaflet
Country Gentleman
Country Life in America
Craftsman
Cumulative Book Index
Dial
Drama
Edinburg Review (*American Edition*)
Education
Educational Foundations
Educational Review
Educator-Journal
Elementary School Teacher
English Historical Review
English Journal
Etude
Everybody's Magazine
Forestry Quarterly
Forum
Garden Magazine
Geographical Journal
Good Housekeeping
Government Publications
Guide to Nature
Harper's Monthly Magazine
Harper's Weekly
History Teacher's Magazine
House Beautiful
Household Arts Review
Illinois Association of Teachers of English—Bulletin

Illinois State Historical Library—Journal
Independent
Index to dates
International Studio
Journal of Agricultural Research
Journal of American History
Journal of Animal Behavior
Journal of Economic Entomology
Journal of Education (*London*)
Journal of Education (*New England*)
Journal of Educational Psychology
Journal of Experimental Zoology
Journal of Geography
Journal of Geology
Journal of Home Economics
Journal of Philosophy, Psychology, and Scientific
 Methods
Journal of Political Economy
Journal of New York Botanical Garden
Ladies' Home Journal
Library Journal
Life
Literary Digest
Littell's Living Age
Little Folks
McClure's Magazine
Manual Training Magazine
Mathematical Gazette
Mathematics Teacher
Mentor
Mind and Body
Modern Philology
Monist
Monthly Evening Sky Map
Musician
Nation (*New York*)
National Geographical Magazine
Nature
Nature Study Review
New England Magazine

New Music Review
New Phytologist
North American Review
North German Lloyd—Bulletin
Outing
Outlook
Pan-American Union—Bulletin
Pedagogical Seminary
Photographic Times
Physical Review
Plant World
Poet Lore
Political Science Quarterly
Popular Astronomy
Popular Science Monthly
Public Libraries
Reader's Guide to Periodical Literature
Reader's Guide to Periodical Literature—Supplement
Review of Reviews
Rhodora
St. Nicholas
Saturday Evening Post
School and Home Education
School Arts Magazine
School Bulletin
School Century
School News
School Review
School Science and Mathematics
Science
Scientific American
Scientific American—Supplement
Scottish Geographical Magazine
Scribner's Magazine
Suburban Life
Survey
Teachers College Record
Tennessee—State Geological Survey—Resources
of Tennessee

Torrey Botanical Club—Bulletin
U. S. Experiment Stations—Experiment Station
Record
U. S. Library of Congress—List of State Publica-
tions
U. S. Superintendent of Documents—Monthly
Catalogue
U. S. Weather Bureau—Monthly Weather Review
Western Teacher
Westminster Review (*American Edition*)
Wisconsin Library Commission—Bulletin
World's Work
Youth's Companion

Newspapers

Charleston Daily Courier
Charleston Daily News
Charleston Daily Plaindealer
Chicago Record-Herald, Daily and Sunday
Chicago Tribune, Daily and Sunday
Mattoon Commercial Star
New York Globe
New York Times, Daily and Sunday
St. Louis Globe-Democrat, Daily and Sunday
St. Louis Republic, Daily and Sunday

STUDENTS

Graduate Students

Shoot, Lois Mary.....Charleston

Saturday Students

Teachenor, Mabel Lucile.....Eldorado

Senior Class

Alexander, Nancy Stephanie.....Charleston
Baker, Nellie Esther.....Martinsville
Barger, Joseph Louis.....Charleston
Beatty, Elsie Emily.....Paris
Bott, Margaret.....Hume
Boyle Willard Pressly.....Oakdale
Burghart, Verna May.....Covington, Indiana
Campbell, Gladys.....Oakland
Chapman, Bertha Mae.....Charleston
Chenoweth, Lela Marian.....Charleston
Chenoweth, Lola Mitchell.....Charleston
Cherry, George W.....Charleston
Daringer, Helen Fern.....Danville
Doty, Flolla Annis.....Charleston
Eads, Margaret Janet.....Arthur
Freeman, Marina Madge.....Charleston
Furness, Edna May.....Sullivan
Eye, Mary E.....Mattoon
Gardner, Marie Agnes.....Charleston
Gerkin, Margarete Elenora.....Greenville
Goodson, Mary Nancy.....Newman

Gordon, Homer King.....	Charleston
Grant, Sophia Agnes.....	Charleston
Hall, Hazel.....	Charleston
Hanks, Augusta Helen.....	Danville
Harvey, Manetta Wright	Arcola
Hawkins, Clara White.....	Arcola
Hayse, Lillian Dolena.....	Mt. Vernon
Helm, Jenness Rebecca.....	Charleston
Hill, Gertrude Ozeta.....	Sullivan
Hogan, Mary Elizabeth Aloysia.....	Assumption
Horne, Helen Marguerite.....	Bellefontaine, Ohio
Hutton, Nina Hazel	Charleston
Jacoby, Katherine Alberta.....	Arcola
Johnson, Loren L.....	Charleston
Jones, Leonard	Charleston
Kibler, Ima Blanche.....	Newton
Kilgore, Edna Charlotte.....	Charleston
Lahey, Anna Rose.....	Mattoon
Long, William John.....	Charleston
Love, Juneta Grace.....	Charleston
Malhoit, Honora Aloysia.....	Assumption
Mansfield, Mary Rose.....	Mattoon
McDougle, Grace Almira.....	Humboldt
Miller, Bertie Ethel.....	Westfield
Moffett, Helen Irene.....	Ashmore
Mose, Walter Luther.....	Charleston
Murphey, Edith May.....	Urbana
Prather, Ona Alice.....	Charleston
Randolph, Glenn Lake F.....	Charleston
Reed, Lorena Marie.....	Charleston
Ricketts, Dorothy Maud.....	Charleston
Robinson, Mary Virginia.....	Charleston
Rodgers, Faye Rhiesta	Charleston
Rogers, Mary Olive	Charleston

A Catalogue of the Eastern

Sanborn, Lillian.....	Spring Grove
Schernekau, William John.....	West Salem
Scott, Ella Grace.....	Newton
Shaw, Jane Lois.....	West Union
Shortess, Lois F.....	Charleston
Smith, Goldie Isabelle.....	Newton
Smith, Myrtle Venis	Farina
Starkey, Agnes May.....	Mattoon
Sullivan, Mayme.....	Charleston
Thompson, Thomas Alexander.....	Albion
Timm, Amelia Magdalena.....	Arthur
Twigg, Helen Rose Cecilia.....	Brocton
Ward, Amy Lillian.....	Butler
Whalin, Edwin Ansil.....	Rose Hill
Whalin, Oren Leslie.....	Rose Hill
White, Rena.....	Charleston
Wilkinson, Cecil Herbert	Charleston
Wise, Mae Adelle.....	Greenville
Wissel, Bertha Mildred.....	Charleston
Woliung, Lydia Augusta.....	Mattoon

Junior Class

Anderson, Florence Lorraine.	New Harmony, Ind.
Anderson, Julian Piper.....	Charleston
Anderson, Paul Wright.....	Charleston
Bails, Ernest Roscoe	Charleston
Balch, Nellie Allison.....	Lerna
Belting, John Theodore.....	Charleston
Bidle, Jessie	Casey
Bridges, Ethel Faye Marie.....	Litchfield
Broadstone, Jessie Alice	Robinson
Brokaw, Mary Ruth.....	Charleston
Bryant, Gladys Leone.....	Troy
Chenoweth, Frances.....	Charleston

Cline, Herschel Herman.....	Charleston
Cole, Fannie Mary.....	Charleston
Cook, Gordon August.....	Charleston
Cooke, Bessie May.....	Mattoon
Cooper, Herman Lloyd.....	Martinsville
Corzine, Bernice Martha.....	Charleston
Cox, James Leland.....	Charleston
Cressler, Martha Marie.....	Decatur
Cuppy, Flo.....	Hindsboro
Davis, Mabel Ernestine.....	Charleston
Deahl, Ruth Lurean.....	Martinsville
Dobson, Lulu Mae.....	Cerro Gordo
Doty, Flossie Irma.....	Charleston
Durbin, Niza May.....	Charleston
Duvall, Judith.....	Lerna
Dwyer, Mary Agnes.....	Charleston
Ekstrand, Helen Nettie.....	Ludlow
Evinger, Agnes Gertrude.....	Litchfield
Ewing, Dorothy Hope.....	Neoga
Fitzgerald, Cornelia Esther.....	Hoopeston
Fortner, Bertha Cora.....	Windsor
Fread, Lydia Maysel.....	Lovington
French, Guy Clifford.....	Golden Gate
George, Clara Edna.....	Tuscola
Gillespie, Alice Melita.....	Edwardsville
Glosser, Stanley Ivan.....	Charleston
Golladay, Grace Marie.....	Ashmore
Hagerman, Zepha Estrella.....	Stewardson
Hampton, Maurice.....	Charleston
Hanks, Jessie Mable.....	Danville
Hanna, Leon Melvin.....	Kinmundy
Harrison, Harvey Raymond.....	West Salem
Hawkins, John Henry.....	Charleston
Heidler, Martha.....	Springfield

Helm, Harry Gray	Grayville
Holsapple, Coen Edward	Toledo
Hopkins, Georgian Myrtle	Hoopeston
Huddleston, Blanche Johns	Charleston
Hudson, Katharine	Charleston
Hughes, Mary Emily	Hillsboro
Hutchins, Helen Lucile	Kansas
Ireland, Lillian Margaretta	Vandalia
James, Della Vivian	Newton
Jester, Fannie	Champaign
Jones, Edna Ferris	Newman
Keeran, Marie	Toledo
Keith, Elden Franklin	West York
Kelly, Katherine Frances	Danville
Kerns, Martha Almina	Arcola
Kibler, David Franklin	Montrose
Larrance, Olive Hattie	Vermilion Grove
Linder, Mary Sefton	Charleston
Linder, Ruth	Alton
Lopossa, Zora Estel	Edinburg
Martin, Kate Valentine	Mattoon
Martin, Russell Morgan	Charleston
Martyn, Irna Loraine	Charleston
May, Eda Marie	Charleston
McDougle, Ella Moore	Humboldt
McKee, Jennie June	Godfrey
McNutt, Elizabeth Foulkrod	Springfield
Naumer, Louise Calanthe	Altamont
Neal, Christine	Neoga
Newlin, Mary	Robinson
Nixon, Faye Miriam	Deer Creek
Parker, Jessie Margaret	Mattoon
Parks, Charles Norton	Charleston
Peters, Mary Loretta	Paris

Poulter, May Iva.....	Charleston
Rape, Leola Gladys	Taylorville
Reeds, Rose Edna.....	Hindsboro
Richards, Beryl Edna	Tuscola
Rodgers, Orval Carson.....	Charleston
Sexson, Nellie Edith.....	Charleston
Shroyer, David Mirvin	Urbana
Smith, Gertrude Earle	Clifton
Spencer, Nora Virginia.....	Homer
Steger, Maye Elizabeth.....	Neoga
Stephens, McDonald	Toledo
Taubeneck, Earl Robert	Marshall
Tiffany, Lewis Hanford.....	Lawrenceville
Traylor, Ross Jennings.....	Coffeen
Walz, Maude Marie.....	Danville
Watson, Zelda Irene.....	Ludlow
Williams, Edna Pearl.....	Martinsville
Wilson, Sumner Garland.....	Charleston
Winston, Janet Greig.....	Springfield
Wood, Lorin Alfred	Waggoner
Wright, Glen Weir.....	Charleston

Eleventh Year Class

Adams, Hugh Moore.....	Charleston
Alexander, Virgie Helen.....	Charleston
Andres, Minnie May	Humboldt
Andrus, Silas Jacob.....	Mt. Carmel
Baker, Charles William.....	Charleston
Bensley, Opal Edna	Charleston
Bigler, Walter Glen.....	Sigel
Black, Elsa Frances.....	Charleston
Blankenbaker, Zeta Fisher.....	Charleston
Bortmess, Ina May	Waggoner
Brown, Guy Clarence	Brocton

Buzzard, Gail	Beecher City
Caldwell, Eva Loida	Etna
Chiddix, John Cecil	Palestine
Clark, Helen Beatrice	Rardin
Coppel, James Blaine	Keensburg
Crowe, Stanley Maxwell	Charleston
Cunningham, Lyle Emil	Annapolis
Dawson, Inez Olive	Cooks Mills
Dickerson, Roy	West Union
Driscoll, James	Charleston
Falley, Frank	Bible Grove
Falley, Inez Viola	Bible Grove
Falley, Richard Lorenzo	Bible Grove
Fitch, Ralph Dean	Greenup
Fitch, Thelma Grace	Charleston
Frantz, Gertie Mae	Oakland
Freeman, Emma Irene	Charleston
Funkhouser, Syble Jane	Mattoon
Gard, Elizabeth	West Union
Goble, Ivan Bean	Charleston
Haddock, Muriel May Genevieve	Charleston
Hall, Lucy Caroline	Charleston
Harris, John Edgar	Coffeen
Houser, William Edwin	Olney
Huber, Iva Clara	Charleston
Hutton, Eugene Harold	Charleston
Johnston, Sara	Charleston
Kenny, Corinne Gertrude	Charleston
Kerr, Rhoda Elizabeth	Charleston
Lashbrook, Violet Eva	Charleston
Lawton, Stella Ruth	Paris
Leach, Edgar Shelby	Mt. Carmel
Lee, Mary Rachel	Walnut Prairie
Linder, Mary Lucile	Charleston

Lindley, Edith Ressa.....	West Union
McDonald, Mildred Lucile.....	Golden Gate
McIntyre, Horace Shinn.....	Charleston
McKenzie, Ethel Marie.....	Charleston
Miller, Herman Ottis	Lawrenceville
Morgan, William David.....	Rardin
Newlin, Olive Blanche.....	Charleston
Pearcy, Ruby Dean.....	Epworth
Phillips, Andrew Sheldon	Sullivan
Reed, Ara Mabel.....	Charleston
Reed, Oma Ruth	Charleston
Rennels, Oma.....	Charleston
Richmond, Raymond Sinclair.....	Fillmore
Root, Paul Vernon.....	Charleston
Russell, Mabelle Marie.....	Toledo
Russell, Pearl	Toledo
Ryder, Bernice.....	Charleston
Ryder, Hal Richard	Charleston
Sarchet, Iris Rose.....	Charleston
Schneider, Nora Wilhelmine.....	Nokomis
Senteney, Shelby Hostetler.....	Humboldt
Sexson, Portia Winona.....	Charleston
Shafer, Mabel Blanche.....	Sumner
Shortess, Pauline	Charleston
Shultz, Estella Elizabeth	West Salem
Smith, Lulu Inez.....	Greenup
Stewart, Nora Rachel.....	Charleston
Stitt, Elizabeth Catherine	Toledo
Stitt, Leora	Toledo
Stone, Ruth Evelyn.....	Charleston
Thompson, Pearl Lina.....	Charleston
Thomson, Leroy Emmitt.....	Charleston
Todd, Fern Esther.....	Charleston
Todd, Leah Tina.....	Charleston

Wendell, Edna Mae.....	Oakland
Whitesel, George Joseph.....	Charleston
Wiley, Opal Theresa.....	Charleston
Wilson, Esther Claire.....	Coffeen
Wilson, Gladys Blanche.....	Charleston
Winkleblack, Mary Eloise.....	Bushton
Worsham, Eva Margaret.....	Brazil, Indiana
Zehner, Ralph Lackey.....	Lawrenceville

Tenth Year Class

Adams, Blanche Irene.....	Newton
Albers, Lena.....	Arthur
Allison, John Clifton.....	Charleston
Anderson, Russell Howard.....	Jewett
Baird, Lynn Marion.....	Charleston
Bell, Mary Elizabeth.....	Seymour
Bowen, Celia Selmon.....	Charleston
Buckner, Dorothy Oral.....	Martinsville
Carothers, Anna Florence.....	Charleston
Coffey, William McKinley.....	Oakland
Coulter, Grace Edna.....	Flat Rock
Cox, Eva.....	Charleston
Day, Julia.....	West Union
Doty, Esther Woodson.....	Charleston
Farris, Ruby Martha.....	Ashmore
Freeman, Charles Eugene.....	Charleston
Funk, Goldie Dorothy.....	Moriah
Gaiser, Elsie Lorene.....	Charleston
Gannaway, Mabel Rhoda.....	Gays
Giffin, Russell Lowell.....	Charleston
Greeson, Ralph Waldo.....	Toledo
Harris, Frank Charles.....	Coffeen
Harwood, Minnie.....	Janesville
Huggins, Claude.....	Fillmore

Ingram, Okel	Charleston
Jenkins, Lawrence Estol	Sullivan
Joiner, Bertha Mildred	Oakwood
Lacy, Edith Pearl	West York
Laws, Forest Furman	Coffeen
Leamon, James Bruce	Advance
Leamon, Nellie V.	Advance
Leeds, Vernor	Mt. Carmel
McClory, Regis Edmund	Trowbridge
McCrory, Margaret	Charleston
McKee, Luther Ray	Casey
McKenzie, Mabel Beatrice	Charleston
Montgomery, Walter Abener	Birds
Robinson, Clara Louise	Charleston
Schahrer, Anna Magdalene	Charleston
Schahrer, Martin Otto	Charleston
Serviss, Robert Warren	Charleston
Snowden, Laura	Mattoon
Stanberry, Letha Verlee	Charleston
Stewart, Robert Donald	Charleston
Tabor, Charles Harold	Allenville
Warnick, Clemie Cleo	Tower Hill
Watson, Verna Lu	Charleston

Ninth Year Class

Acord, Lola Ethel	Westfield
Adams, Ralph Roy	Charleston
Alexander, Elijah	Fillmore
Alexander, Lola Hazel	Fillmore
Arbuckle, Cecil Mae	Paris
Armstrong, Elba Milo	Loxa
Babbs, Vera Avas	Janesville
Babbs, Vivian Cleora	Charleston
Bailey, Bonnie Ruth	Charleston

Bails, Clifford Adair	Charleston
Baker, Leonard Glenn	Charleston
Bassett, Elizabeth Tressa	Charleston
Beckett, Rolland	Shelbyville
Beeson, Annalola	Litchfield
Bell, James Carroll	Seymour
Bigler, Clara Anna	Sigel
Birdzell, Mamie Pearl	Neoga
Boyer, Ernest Zimmerman	Ashmore
Brown, Daphne A.	Ashmore
Brown, Henrietta	Charleston
Bryant, Mabel Alice	Charleston
Buckner, Ollie Cecil	Martinsville
Buker, Cuyler Phillip	Charleston
Byers, Josephine	Charleston
Cannoy, Bessie Marie	Hindsboro
Carrell, Elwood Alfred	Toledo
Carrell, Olga May	Charleston
Childress, Violet Vere	Etna
Clabaugh, Bertha Alice	Gays
Clark, Donald Moore	Mattoon
Clements, Lyra Juanita	Camargo
Comer, Simon Roy	Casey
Cone, William Wheatley	Charleston
Conrad, Emma Dorothy Christina	Charleston
Conrad, Launce Glacion	Greenup
Cook, Leslie Clarke	Charleston
Cottingham, Parmer Hugh	Greenup
Cox, Mary	Charleston
Craft, Estella	Charleston
Craig, Chloteele Charlotte	Charleston
Craven, Mary Hazel	Oakland
Crowe, Mary	Charleston
David, Susie Beatrice	Paris

Dennis, Hazel Marie.....	Westville
Driscoll, Margaret Agnes.....	Charleston
Driscoll, Mary Elizabeth.....	Charleston
Dulin, Carrie Oneal.....	Charleston
Edman, Glen Taylor.....	Charleston
Ellington, Bertha Mae.....	Charleston
Ellington, Josie Marie.....	Charleston
Evans, Rachel Ollie.....	Robinson
Fearheiley, Otto.....	Mt. Carmel
Foreman, Harriette Lucile.....	Charleston
Fritz, Fannie Marguerite.....	Oblong
Garner, Viola Belle.....	Westfield
Garrison, Edwin.....	Charleston
Gillespie, Ruth Elizabeth.....	Humboldt
Gilman, Nettie Florence.....	Mattoon
Gish, Gladys Margaret.....	Charleston
Gordon, Eugene Cassius.....	Charleston
Gray, Lucy.....	Lerna
Gray, Mildred.....	Lerna
Groninger, Harlan Jerome.....	Mattoon
Hackley, Nelle.....	Mattoon
Haddock, Lilian Ruth.....	Charleston
Hall, Paul Steven.....	Charleston
Hall, Ross Cyril.....	Rose Hill
Hamilton, Cecil Edgar.....	Willow Hill
Hampton, Charles Roscoe.....	Charleston
Handley, Josephine Elsie.....	Humboldt
Hanley, Flora.....	Charleston
Harned, Louise File.....	Wheeler
Hawkins, Lawson William.....	Allenville
Hawley, Thirza Ellen.....	Findlay
Heddins, Ruth.....	Charleston
Heddins, Sadie Marie.....	Charleston
Henneberry, Louise Margaret.....	Dalton City

Highsmith, Julia Annis.....	Flat Rock
Highsmith, Lena Ellen.....	Flat Rock
Hildreth, Helen Marygold.....	Mattoon
Hill, Martha Edith.....	Arcola
Hines, Isabella Frances.....	Newton
Hirtreiter, Gertrude Caroline.....	Mattoon
Huber, Edgar John.....	Charleston
Hudson, Harry Clinton.....	Taylorville
Ikemire, Flossie Pearle.....	Robinson
Ikemire, Gladys Marie.....	Robinson
Ikemire, Jewel Myrtle.....	Robinson
Ingram, Lura Estella.....	Charleston
Ingram, Madge Loraine.....	Charleston
Jahraus, Olive Victoria.....	Farina
Joellenbeck, Henry August.....	Okawville
Johnson, Clara Marie.....	Charleston
Jones, Alva.....	Mattoon
Jones, John Paul.....	Charleston
Jones, Nena Kirkwood.....	Moriah
Kerr, Margaret Alice.....	Charleston
Kincaid, Georgia June.....	Ashmore
King, Edith Irene.....	Greenup
King, Ruth.....	Charleston
Kirkwood, Violet Faye.....	Windsor
Lackey, Clevie Anthus.....	Robinson
Lane, Marie Beatrice.....	Ashmore
Lee, Edna Lucille.....	Charleston
Lee, Randal Edward.....	Charleston
LeGrand, Roy Omer.....	Sumner
Lehde, Harry Carl.....	Okawville
Linder, Nellie Russell.....	Alton
List, Floyd Milton.....	Charleston
Manhart, Eva.....	West Union
Manhart, Margaret Genevieve.....	West Union

McCabe, Merrell Linn.....	Martinsville
McCallister, Fern.....	Arcola
McConnell, Ethel May Loop.....	Jewett
McCormick, Mary Margaret.....	Tuscola
McGill, Margaret Marie.....	Paris
McKenzie, Hubert Sherman.....	Charleston
McTaggart, George Charles.....	Charleston
McVey, Ruth Violet.....	Charleston
Metheny, Cora Merle.....	Yale
Meurlot, Cleda May.....	Charleston
Michl, Edith Katherine.....	Newton
Milburn, Helen Jane.....	Charleston
Miller, Hazel.....	Rardin
Miller, Myrtle Edith.....	Reno
Mitchell, Ethel Grace.....	Shobonier
Moore, Blanche Rebecca.....	Humboldt
Nation, Alva Wesley.....	Charleston
Nation, Daisy May.....	Charleston
Norton, Francis Berne.....	Flat Rock
O'Rourk, Margaret Gertrude.....	Marshall
Orrell, Kittie Fern.....	Casey
Osmon, Willard Charles.....	Birds
Patton, Thomas Rush.....	Charleston
Pendergast, Thomas Peter.....	Charleston
Perisho, Nellie Ann.....	Dudley
Phillips, Josephine Pauline.....	Sullivan
Porter, Jesse Smith.....	Waggoner
Prather, Charles Lee.....	Charleston
Prather, Eva.....	Charleston
Pray, Mabel.....	Pana
Rahn, Emma Katherine.....	Tuscola
Rankin, Gaynel Caroline.....	Ashmore
Rennels, Edna Faye.....	Charleston
Rennels, Vivian Marie.....	Charleston

Rhoads, Lucile.....	Dieterich
Richards, Ralph Webb.....	Charleston
Richardson, Ethel Jane.....	Arthur
Richey, Vernon Guy	Flat Rock
Rife, John Winnie.....	Chauncey
Riggins, Lloyd.....	Charleston
Ritter, Lyman.....	Mt. Carmel
Roberts, Bolin Edward, Jr.....	Casey
Rosebraugh, Linder William.....	Charleston
Ryder, Harry Ellis.....	Wheeler
Schernekau, Paul Gehard.....	West Salem
Scott, Tressa Melissa.....	Watson
Shaw, Effie	Palestine
Shields, Mary Frances.....	West Salem
Sibert, Jessie Frances.....	Charleston
Skidmore, Marjorie June.....	Newman
Smock, Jessie Maudeline.....	Charleston
Snider, Homer.....	Charleston
Snider, Howard Ferdinand.....	Charleston
Snowden, Esther.....	Mattoon
Spitzer, Marietta	Warrensburg
Stanberry, Malora Mae.....	Charleston
Stevenson, Dean Ralph.....	Tuscola
Stickler, Irene.....	Paris
Talbott, Carlos Alvin.....	Charleston
Taubeneck, Irene Mildred.....	Marshall
Thomson, Geneva Evelyn.....	Charleston
Traver, George Howard.....	Charleston
Turner, Stephen Gilpin.....	Charleston
Wampler, Gertrude.....	Humboldt
Warner, Elmer Errett.....	Vincennes, Ind.
Watt, Ressa Myrtle.....	Hunt
Wayne, Ruth Anna.....	Billett
Weakley, Ona	Gays

Webster, Mildred Dell.....	Bible Grove
Webster, Richard Franklin.....	Bible Grove
Westerlin, Elizabeth Keys.....	Ambia, Ind.
Whitesel, Harry Alfred.....	Charleston
Whitesel, Ritta	Charleston
Wilkinson, Julia Faith.....	Charleston
Wilkinson, Louise Fern.....	Charleston
Wilson, Floyd Emerson.....	Charleston
Wilson, Paul Hugo.....	Charleston
Winship, Mabel Leona.....	Charleston
Wood, Arthur Oliver.....	Mt. Carmel
Worst, Harold John.....	Charleston
Zimmerly, Susie Evelyn.....	Paris

Summer Term, 1913.

Abrams, William Clarence.....	Taylorville
Adams, Bertha Louise.....	Newton
Adams, Lillian Catherine.....	Assumption
Adkins, Blanche	Newton
Adkins, Docia	Newton
Albin, Leta Faye.....	Newman
Alexander, Esther Blanche.....	Palestine
Alexander, Nancy Stephanie.....	Charleston
Alexander, Virgie Helen.....	Charleston
Alexander, Winnie Louise.....	Madison
Allen, Jonathan Driscoll.....	Barnett
Allison, Worth Arthur.....	Charleston
Anderson, Agnes Nancy.....	Taylorville
Anderson, Eunice Vivian.....	Albion
Anderson, Mattie Lelah.....	Noble
Anderson, Minnie Leota.....	Fairmount
Anderson, Opal Emma.....	Fairmount
Andres, Ida Mae.....	Arcola
Angleton, Avis Blanche.....	Edinburg

Arbuckle, Cecil Mae.....	Paris
Archibald, William Darrell.....	Nokomis
Arter, Eugenia Jenkins.....	Danville
Arthur, Violet Mae.....	Hanson
Ashbaugh, Edwin.....	Sumner
Atkins, Nelle Blanche.....	Martinsville
Auble, Ethyl Irene.....	Hillsboro
Auld, Ada Della.....	Shelbyville
Avey, John Richard.....	Mattoon
Bails, Martha Bernita.....	Morrisonville
Baker, Herschel Fredrick.....	Atwood
Baldwin, Janet Christine.....	Paris
Bamberger, Martha Juliana.....	Champaign
Bangert, Nellie Faye.....	Taylorville
Barcum, Anna Mathilda Zita.....	Dieterich
Barding, Ida Florence.....	Oconee
Barnwell, Myrtle Ivy.....	Litchfield
Barr, Nettie.....	Beecher City
Barry, Faith Elizabeth.....	Litchfield
Barry, Mary Agnes.....	Niantic
Bateman, Reuben Othello.....	Noble
Beaman, Virginia Rice.....	Sidell
Beatty, Elsie Emily.....	Paris
Beebe, Hazel Marie.....	Assumption
Beeman, Bertha	Newton
Belknap, Otto Elzie.....	Raymond
Bell, Harriet Ruth.....	Arcola
Bell, Hattie Zoe.....	Decatur
Benford, Bessie Lee.....	Argenta
Bennett, Ruth Isabel.....	Cayuga
Bensley, Opal Edna.....	Charleston
Berry, Anna	Mt. Zion
Berry, Burnice	Mt. Zion
Berry, Josephine.....	Mt. Zion

Berry, Marion Josephine.....	Charleston
Bigler, Lillian May.....	Stewardson
Bilyeu, Katherine Mary.....	New Douglas
Black, Esther Katrina.....	Paris
Blair, Mittie	Sullivan
Blockburger, Elizabeth Ann.....	Hillsboro
Bobbit, Raymond.....	Dalton City
Bodley, Avis Fae.....	Fairbury
Boomer, Ruth Lillian.....	Tolono
Bott, Margaret.....	Hume
Boughan, Bessie.....	Claremont
Boyd, Bessie Cleo.....	Eaton
Boyd, Ethel.....	Robinson
Boyd, Mary.....	Decatur
Boyer, Calvin Lawrence.....	Charleston
Boyer, Charles.....	Charleston
Boyle, Marie Cecelia.....	Sadorus
Bracken, Vianna Grace.....	Sullivan
Brady, Mary Valetta.....	Windsor
Brandon, Imogene.....	Springfield
Breach, Alice de Courcy.....	Danville
Breezely, Matilda Ellen.....	Danville
Bridges, Maude Edith.....	Arcola
Briggs, Mary Anderson.....	Charleston
Briggs, Ruth Elizabeth.....	Albion
Brokaw, Mary Ruth.....	Charleston
Brooks, Besse.....	Casey
Brown, Anna Mabel.....	Centralia
Brown, Edith Morrell.....	Moweaqua
Brown, Helen Ione.....	Westville
Brown, Helen McConnell.....	Charleston
Brown, Maggie Catherine.....	Charleston
Brown, Maude Margaretta.....	Ashmore
Brown, Oral.....	Fillmore

Bruno, Garnette Ionne.....	Allerton
Buchanan, Helen Hunter.....	Neoga
Buchanan, Marguerite E.....	Neoga
Buchanan, Mary Lorena.....	Neoga
Bunn, Pearl Ellen.....	Olney
Buntain, Edna Mae.....	Scotland
Bunting, Guy Joel.....	West Salem
Burch, Kate Pearle.....	Ashmore
Burkybile, Ray Cyrus.....	Marshall
Burns, Mary Edna.....	Salem
Burns, Maud Flossie.....	Sullivan
Burroughs, Ethel.....	Jamaica
Burton, Bertha Bell.....	Irving
Burton, Nellie Alice.....	Oakwood
Butler, James Grove.....	Charleston
Callahan, Winnifred.....	Jewett
Cameron, Christeen.....	Moweaqua
Cameron, Vearel May.....	Owaneco
Campbell, Bess Dean.....	Danville
Campbell, Gladys.....	Oakland
Capen, Bennetta Louise.....	Mattoon
Carley, Victor Deal.....	Brownstown
Carmody, Anna Gennetia.....	Farmersville
Carney, Mary Josephine.....	Keosauqua, Iowa
Carr, Jane Barbara.....	Troy
Carroll, Katherine C.....	Brocton
Case, Jennie.....	Charleston
Chandler, Rose May.....	Patoka
Chansler, Josie Mae.....	Lawrenceville
Cheney, Celia Imo.....	Sidell
Chenoweth Lela Marian.....	Charleston
Chisholm, Margaret Camilla.....	Butler
Christy, Rose Evelyn.....	Sadorus
Clabaugh, Emma Agnes.....	Neoga

Clabaugh, Irene.....	Gays
Clark, Rhoda Amy.....	Mt. Zion
Clawson, Eva Fay.....	Windsor
Clawson, Grace Geneva.....	Windsor
Clearwaters, Beulah.....	Hillsdale, Ind.
Clem, Henrietta Bernice.....	Danville
Clester, Clyde Ernest.....	Paxton
Cline, Marguerite Arabelle.....	Martinsville
Clubb, Esther Leola.....	Paris
Cluff, Valvery Jessie.....	Greenup
Coady, Nellie Agnes.....	Pawnee
Cockelreas, Mary Caroline.....	Irving
Cody, Edythe Ianthea.....	Oblong
Collison, Annie Rachel.....	Armstrong
Colyer, Mary Tyree.....	Garrett
Comerford, Della.....	Millersville
Comerford, Helena.....	Millersville
Compton, Myrtle Lelia.....	Palmyra
Cone, Maude Rebecca.....	Cincinnati, Ohio
Cone, William Wheatley.....	Charleston
Connelly, Merle Valentine.....	Westfield
Conrad, Clarence Leonard.....	Charleston
Cook, Cecil Lillian.....	Georgetown
Cook, Gordon August.....	Charleston
Cook, Madge Rebekah.....	Georgetown
Cook, Nellie Kathleen.....	Vermilion Grove
Cook, Rachel Gertrude.....	Georgetown
Coombs, Leoti Frances.....	Danville
Coons, Mabel Leona.....	Sigel
Cooper, Josephine Estelle.....	Hillsboro
Copen, David Earl.....	Effingham
Cordes, Mabel Faye.....	Mattoon
Corlew, Joseph Harold.....	Raymond
Cossairt, Laura Grace.....	Potomac

Cougill, Ethel.....	Lakewood
Coulter, Grace Edna.....	Flat Rock
Coulter, Ruth Velma.....	Robinson
Cox, E. Pearl.....	Hutsonville
Cox, Gerald Judy.....	Bridgeport
Cox, Leota Emma.....	Neoga
Cox, Mary Lena.....	Neoga
Craft, Myrtle Lou.....	Middletown, Ohio
Crawford, Nellie.....	New Harmony, Ind.
Crawford, Ruby Zazel.....	Danville
Cross, Edyth.....	Decatur
Crowley, Clara Anne.....	Newton
Crum, Roscoe.....	Louisville
Cumming, Inez Ellen.....	Jacksonville
Curry, Mary Naomi.....	Walshville
Curtis, Bernice May.....	Gays
Curtis, Mabel Faye.....	Gays
Daigh, Ethel Lee.....	Breckenridge
Daily, Ruby Cleona.....	Chrisman
Davis, Amanda.....	Birds
Davis, Chester Emons.....	Urbana
Davis, Mary Charlotte.....	Hume
Dearing, Elsie Nellie.....	Oakwood
DeBarr, Laura May.....	Owaneco
Deck, Inda Miley.....	Collison
DeVillers, Ella Ruth.....	Patoka
Dickson, Ella Mae.....	Dudley
Dills, Esther May.....	Decatur
Dodd, Opal Sarah.....	Martinsville
Dodds, Nola Lee.....	Casey
Doolen, Ruth Agnes.....	Kinmundy
Dooling, Elvira.....	Taylorville
Dorsette, Myrtle Anita.....	Clarksdale
Douthit, May.....	Shelbyville

Dowler, Emery Ross.....	Tower Hill
Dragoo, Alva William.....	Bourbon
Drake, Edna.....	Gays
Dulin, Nina.....	Brocton
Duncan, Nancy Sidney.....	Alvin
Dunkel, Luella Alice.....	Pana
Dunkel, Pearl Susan.....	Pana
Durning, Nina Mae.....	Mt. Zion
Duvall, Faye Marie.....	Charleston
Dyar, Catherine Beulah.....	Broadlands
Eads, Lillian Viola.....	Glen Carbon
Ealey, Burdelle.....	Urbana
Eckerty, Bertha Blanche.....	Broadlands
Ekiss, Lelah Fern.....	Bethany
Eldridge, Kittie Agnes.....	Lerna
Elledge, Ezra.....	Oliver
Ellington, Mary Alice.....	Westfield
Elliott, Raymond.....	Taylorville
Ellis, Nannie Isabelle.....	Windsor
Elmore, Daisy Davis.....	Vandalia
Emert, Julia Mae.....	Vandalia
Engel, Frieda Katherine.....	Shumway
Erhardt, Violet Fay.....	Arthur
Espy, Carrie Aleta.....	Palestine
Evans, Chester William.....	Blue Mound
Evans, Olga Elzora.....	West York
Eversole, Selma Anna.....	Hindsboro
Fanning, Loretta Magdalene.....	Oakland
Farmer, Bessie Olive.....	Findlay
Fasig, Katharine.....	Martinsville
Fasig, Mabel Chloe.....	Charleston
Fehr, Norma Marguerite E. E.....	Raymond
File, Ralph Nelson.....	Reno
Finkbiner, La Venia Rosella.....	Dennison

Fitzgerald, Cornelia Esther.....	Hoopeston
Flaherty, Cecil Parke.....	Charleston
Flaherty, Mae.....	Charleston
Flaherty, William Patrick.....	Charleston
Fletcher, Eva Athey.....	Martinsville
Fluckey, Lolo.....	Tower Hill
Foster, Flora Mae.....	Armstrong
Foster, Mabel.....	Salem
Fowler, Fanny Fern.....	Keosauqua, Iowa
Fowler, Nina.....	Paris
Francis, Nona Mae.....	Martinsville
Frederick, Grace Alberta.....	Cisne
Freeland, Willa Sethma.....	Danville
Freeman, Hattie Helena.....	Danville
French, Floe Fern.....	Sumner
Friedly, Edna Allane.....	Olney
Friedly, Leona Johanna.....	Olney
Frye, Ruth Glynnne.....	Littleton
Funk, Clara Agnes Katherine.....	Alhambra
Funk, Goldie Dorothy.....	Moriah
Funk, Haven Ray.....	Millersville
Funk, Nina Mae.....	Moriah
Galeener, Anna Pearl.....	Paris
Galster, Alma Lydia.....	Tower Hill
Gammill, Ova Myrtle.....	Lerna
Gardner, Marie Agnes.....	Charleston
Garner, Viola Belle.....	Westfield
Garnier, James Ervel.....	Wheeler
Garrett, Esta Illinoi.....	Kinmundy
Garvin, Jennie Josephine.....	Paris
Gaskins, Edna Marguerite.....	Decatur
Gatons, Nellie Belle.....	Herrick
Gawthorp, Thomas Jackson.....	West Salem
George, Caroline Rebecca.....	Breckenridge

George, Ella Beatrice.....	Danville
Gibbs, William Herbert.....	Mattoon
Giffin, Russell Lowell.....	Charleston
Gilbert, Ella.....	Chrisman
Gilbert, Pearl.....	Danville
Gilkison, Zestra Lois.....	Mt. Carmel
Gillespie, Leslie Clinton.....	Dexter
Glasco, Hazel Gertrude.....	Charleston
Glatthaar, Esther Lena.....	Dudley
Gleespen, Stella Agnes.....	Morrisonville
Goddard, Andrew Oliver.....	Illiopoli
Goode, Minnie Neary.....	Windsor
Goodson, Redith.....	Garrett
Gordon, Dot.....	Claremont
Gordon, Lottie.....	Claremont
Grant, Sophia Agnes.....	Charleston
Gray, Ruth.....	Charleston
Green, Edith Myrtle.....	Newman
Green, Lola Ruth.....	Sidell
Greene, Julia Columbia.....	Taylorville
Greeson, Carrie Belle.....	Greenup
Greeson, Euris Elwood.....	Greenup
Gregory, Earl Richard.....	Moweaqua
Gregory, Myrtle Minnie.....	Moweaqua
Grimes, Minnie Bell.....	Armstrong
Grimm, Lester Ray.....	Litchfield
Grissom, Estella Harriet Jane.....	Toledo
Grounds, Zelma Pearl.....	St. Francisville
Gullett, Nellie May.....	Mattoon
Hackett, Glenn Leonard.....	Charleston
Hadden, Clara Ruth.....	Blue Mound
Hainley, Anna Fern.....	Martinsville
Hall, Clara Belle.....	Greenville
Hall, Mabel Elizabeth.....	Edwardsville

Halliday, Edith Cora.....	Plainview
Hamilton, Raymond Cecil.....	Willow Hill
Hamm, Altona.....	Scotland
Hammack, Lucille Erma.....	Hillsboro
Hancock, Fannie.....	Windsor
Hancock, Nelle.....	Windsor
Hanks, Jessie Mable.....	Danville
Hanna, Leon Melvin.....	Kinmundy
Hanon, John Joseph.....	Farmersville
Harbert, Grace Genevieve.....	Hoopeston
Hardwick, Pearl Bell.....	Murdock
Harrell, Winnifred Columbia.....	Bushton
Harris, Daisy Margaret.....	Pana
Harrison, Mary Myrtle.....	Vandalia
Harshbarger, Frances.....	Ivesdale
Harshman, Grace Elizabeth.....	Sullivan
Hart, Pearl.....	Roby
Hartmann, Rosa Elizabeth.....	Pesotum
Hawkins, Flossie May.....	Ocone
Hawkins, John Henry.....	Charleston
Hay, Ida Marian.....	Grape Creek
Heacock, Cecil Marie.....	Tuscola
Hedden, Oran Robarts.....	Robinson
Held, Agnes Margaret.....	Raymond
Helm, Jenness Rebecca.....	Charleston
Helmbacher, Martha Marie.....	Shumway
Hendy, Myrtle Aurelia.....	Louisville
Hickman, Roy Truby.....	Raymond
Higginson, Estelle.....	Flora
Hill, Gertrude Ozeta.....	Sullivan
Hill, Trela.....	Macon
Hilsabeck, Hugh Rudolph.....	Windsor
Hitchens, Julia.....	Danville
Hodge, Marian Eva.....	Arcola

Hodges, Lela Helen.....	Virden
Holbrook, Henry Harrison.....	Sorento
Hopson, Inez Madge.....	Taylorville
Hotchkiss, Maude.....	Palestine
House, Lena May.....	Oakland
Housh, Jessie Varde.....	Moweaqua
Howard, Nellie Edith.....	Hindsboro
Hoyt, Gladys Bell.....	Watseka
Hubbard, Forrest Marion.....	Mode
Huber, Iva Clara.....	Charleston
Hudson, Louise Dorothy.....	Charleston
Hughart, Ethel Fern.....	Mattoon
Hunsaker, Gertrude.....	Danville
Hunter, Faye Gladys.....	Cowden
Hurelbrink, Martha Luella.....	Stonington
Ikeler, Mamie Theo.....	Birds
Janes, Grace.....	Etna
Jenkins, Hubert Johnston.....	Charleston
Jenkins, Mabel Elizabeth.....	Willow Hill
Jenkins, Ruth Emma.....	Willow Hill
Jett, Elva Maude.....	Donnellson
Johnson, Clara Marie.....	Charleston
Johnson, Loren L.....	Charleston
Johnson, Mary Elsie.....	Horace
Joiner, Bertha Mildred.....	Oakwood
Jolly, Susan Eleanor.....	Collinsville
Jones, Daisy Doreen.....	Trilla
Jones, Delbert Warren.....	Strasburg
Jones, Minnie Maud.....	American Falls, Idaho
Jones, Virgie Lillian.....	Newman
Kaufman, Anna Elenora.....	Newton
Kaufman, Philomena Agnes.....	Newton
Kennedy, Mary Frances.....	Taylorville
Kennett, Zola Inza.....	Newton

Kenney, Anna Marie.....	Paris
Kenney, Nelle Eulalia.....	Paris
Kenney, Zora May.....	Sullivan
Kerns, Dora Nellie.....	Taylorville
Kershner, Karl Kenneth.....	Raymond
Keys, Nora Ashbrook.....	Vermilion Grove
Kibler, Claudia Vere.....	Newton
Kibler, Elma.....	Newton
Killie, Evelyn Hope.....	Kinmundy
Kimball, Charles Ernest.....	Rosemond
Kimery, Lelia Hart.....	Neoga
King, Basil Corwin.....	Irving
King, Chester Amondis.....	Irving
King, Florence Helen.....	Greencastle, Ind.
King, Ruth.....	Charleston
Kingrey, Gertie May.....	Toledo
Kitch, Mabel.....	Litchfield
Klick, Nora Madison.....	Hindsboro
Klick, Tolbert T.....	Hindsboro
Knell, Benjamin Boyd.....	Hoopeston
Knight, Freda Faye.....	Kansas
Knight, Oscie Alma.....	Salem
Koelmel, Louise Isabelle.....	Decatur
Kurtz, Ursa Letitia.....	Olney
Kyner, Mayme.....	Moweaqua
Lahey, Anna Rose.....	Mattoon
Lake, Elijah Sherman.....	Blue Mound
Lambert, Mary Lucile.....	Browns
Lamp, Vilena Irene.....	Flora
Landes, Ruth Kathryn.....	Oakland
Lauher, Lillie May.....	Charleston
Leach, Harvey Dean.....	Charleston
Lee, Fanny Elizabeth.....	Danville
Lee, Nettie.....	Danville

LeGrande, Ida Pearl.....	Shelbyville
Leitch, Sarah A.....	Charleston
Lesch, Adele Margaret.....	Papineau
Lesch, Lina Christine.....	Papineau
Ligget, Florence Valeria.....	Marshall
Linder, Mary Davis.....	Hume
List, Floyd Milton.....	Charleston
Little, Helen.....	Oblong
Littlejohn, Vernon.....	Hardinville
Lockhart, Edith Grace.....	Cowden
Long, William John.....	Charleston
Lough, Anna Marie.....	Indianola
Lough, Grace Frances.....	Sidell
Louthan, Dessie Alma.....	Humboldt
Love, Harry Halme.....	Newton
Love, Martha Harriett.....	Danville
Lowry, Maude Elizabeth.....	Fairland
Lukey, Nettie May.....	Noble
Lumpkin, Richard Adamson.....	Mattoon
Lupton, Marie.....	Taylorville
Lutz, Marion Ruth.....	Charleston
MacCormick, Ruth Elvira.....	Mattoon
Macklin, Grace May.....	Humboldt
Maddox, Hugh.....	Oakland
Madison, Bo-Della Margaret.....	Clifton
Madison, Martha Chryste.....	Clifton
Mahaney, Nellye Susye.....	Winterroud
Malcolm, Sophia Greer.....	Westfield
Malhoit, Irene Emma Rose.....	Assumption
Mann, Anna.....	Enfield
Marsh, Fern Marie.....	Vermilion Grove
Martin, Florence Audria.....	Palestine
Martin, Russell Morgan.....	Charleston
Mason, Lena Marie.....	Charleston

Matthews, Dessie Marie.....	Fairfield
Mattox, Mary Florence.....	Sigel
Mattox, Telva Maye.....	Sigel
McAnally, Lena Lowe.....	Johnson City
McBride, Bertha Gertrude.....	Newman
McCallister, Ersie Opal.....	Arcola
McClean, Ethel.....	Neoga
McClory, Regis Edmund.....	Trowbridge
McConnell, Zina	Arcola
McCord, Maude Martha.....	Enfield
McCormick, Eulala Elizabeth.....	Shelbyville
McCusker, Ruth.....	Mattoon
McDonald, Coe Delos.....	Golden Gate
McDonald, Sara Mallisse.....	Kansas
McDougle, Della.....	Charleston
McDougle, Grace Almira.....	Humboldt
McElvoy, Don Franklin.....	Sidney
McEvoy, Bertha Olive.....	Hume
McEvoy, Goldie Mae.....	Hume
McGary, Walter Clifford.....	Oakland
McGee, Paul Joseph.....	Mattoon
McKean, Hazel Irene.....	Mulberry Grove
McKee, Clyde Leon.....	Rosemond
McKee, Luther Ray.....	Casey
McKenzie, Fannie Beatrice.....	Charleston
McKinley, Lura.....	Newton
McKinley, Ursel.....	Newton
McLain, Ethel May.....	Mattoon
McLin, Sula Eleanor.....	Mattoon
McMillen, Maude Pearl.....	Cowden
McMorris, Bertie Franklin.....	Metcalf
McNeal, Ervin Earl.....	Charleston
McNeel, Lena Gertrude.....	Charleston
McPheron, Lelah.....	Claremont

McVey, Dora Blanche.....	Sorento
McWard, Freda Ruth.....	Palmer
Meador, Neldah Leato.....	Patoka
Meador, Radah Cleota.....	Patoka
Merritt, Sadie Pearl.....	Charleston
Miller, Bertie Ethel.....	Westfield
Miller, Catherine Proudfoot.....	Arcola
Miller, Edyth Vera.....	Sidell
Miller, John Francis.....	Milford
Miller, Lela Arwilda.....	West Liberty
Miller, Margaret Ona.....	Seymour
Miller, Mary Hazel.....	Indianola
Mills, Besse.....	Indianola
Milone, Edith.....	Olney
Mitchell, Daniel Palmer.....	Effingham
Mitchell, Rena Ann.....	Hillsboro
Moats, Homer Madison.....	Louisville
Monroe, Mabel Luella.....	Rockville
Moore, Gertie May.....	Cowden
Morrison, Lena.....	Charleston
Morstatter, Leona Margaret.....	Kansas
Mullen, Catherine.....	Mattoon
Mundy, Eunice Arminda.....	Green Valley
Myers, Ruth.....	Danville
Nail, Stella Belle.....	Morrisonville
Natho, Esther Leota.....	Danville
Naumer, Lora Irene.....	Altamont
Neidigh, Wastella.....	Sumner
Neisler, Ella Ruth.....	Irving
Nelson, Eva Lena.....	Taylorville
Nolan, Nellie Rosa.....	Owaneco
Noonan, Wilda May.....	Watseka
Norris, Alice Frances.....	Owaneco
Norris, Minturn Guy.....	Charleston

North, Esther Leota.....	Danville
Norton, Clara Hunter.....	Evansville, Ind.
O'Rourke, Elizabeth.....	Marshall
Orr, Gertrude.....	Sidell
Orr, Mabel.....	Sidell
Orr, Ruth Althea.....	Crossville
Ostheimer, Josephine Theresa.....	St. Marie
Ostle, Mary Jeannette.....	Collinsville
O'Sullivan, Ellen Gertrude.....	Danville
O'Toole, Bertha Agnes.....	Danville
Palmer, Mary Eva.....	Noble
Parcel, Flossie Ruth.....	Yale
Parker, Altha.....	Birds
Parker, Cena.....	Westfield
Parker, Cleta.....	Westfield
Patterson, Anna Zerola.....	Oconee
Pauley, Chloe.....	Claremont
Pearcy, Ruby Dean.....	Epworth
Pearson, Debbie Lena.....	Allerton
Peck, Robert Roy.....	Hindsboro
Peifer, Victoria Elizabeth.....	Lakewood
Pence, Gertrude Myrtle.....	Mattoon
Pennepacker, Hazel Maude.....	Nokomis
Percival, Lettie Jennie.....	Watson
Perdue, Clara Thompson.....	Marissa
Perkins, Bessie May.....	Sumner
Perrine, Grace Iza.....	Fairfield
Perry, Ella.....	Toledo
Phillips, Nell Veronica.....	Pana
Pinkstaff, Nellie May.....	Flat Rock
Pircher, Frances Maria.....	Witt
Pollitt, Rosa Nelle.....	Ridgefarm
Ponsler, Clarence Monroe.....	Holland
Ponsler, Prudence.....	Holland

Poorman, Glenn Moore.....	Humboldt
Powell, Enola Grace.....	Sullivan
Powers, Mary Alice.....	Sullivan
Powers, Sarah Augusta.....	Sullivan
Pownall, Ovia Baker.....	Mulberry Grove
Prather, Charles Lee.....	Charleston
Prather, Ona Alice.....	Charleston
Price, Ethelynn Marie.....	Fairmount
Price, Rae Bernice.....	Casey
Price, Sadie Irene.....	Findlay
Pullen, Velma Myrl.....	Watseka
Pursifull, Joseph Henry.....	Newton
Querry, Clara Osborne.....	Sidell
Rahn, Emma Katherine.....	Tuscola
Ramsey, Lily Wreath.....	St. Francisville
Randall, Grace.....	Nokomis
Rape, Leola Gladys.....	Taylorville
Ray, Carrie Relona.....	Jewett
Reed, Agnes Wham.....	Salem
Reed, Ara Mabel.....	Charleston
Reed, Lorena Marie.....	Charleston
Reinhart, Bertha Alvina.....	Mascoutah
Reiss, Charles Edward.....	Shelbyville
Reposky, Emma Magdalen.....	Pana
Rhue, Lena Cecelia.....	Mattoon
Rice, Marie.....	Moweaqua
Rice, Ruby.....	Shelbyville
Richardson, Esther Delene.....	Macon
Richardson, Mabel Ella.....	Edinburg
Richardson, Mae.....	Tolono
Richardson, Samuel Thomas.....	Oakwood
Rideout, Lillis Pearl.....	Atwood
Risley, Anna Gertrude.....	Mt. Carmel
Robb, Emma.....	Mattoon

Roberts, Betty Matilda.....	Oconee
Roberts, Jessie Evelyn.....	Oconee
Robertson, Estella Ann.....	Cowden
Robinson, Clara Louise.....	Charleston
Robinson, Ida.....	Indianola
Robinson, Mary Virginia.....	Charleston
Roloson, Ethel May.....	Tuscola
Rose, Lucinda Edna.....	Windsor
Rosenberger, Laura Matilda.....	Woodlawn
Rosenberger, Olga Leone.....	Woodland
Ross, Leyla Beattress.....	Charleston
Roth, Edith.....	Hume
Row, Nellie Jane.....	Windsor
Russell, Nora.....	Toledo
Russell, Pearl.....	Toledo
Ryan, Leonore Cecelia.....	Mattoon
Sandberg, Lillian Hercelia.....	Danville
Schell, Edith Ida.....	Mason
Schrader, Edwin Finley.....	Bridgeport
Schroeder, Laura Florenedine.....	Grayville
Schroeder, Winifred Caroline.....	Louisville
Schwartz, Zenith Hazel.....	Findlay
Scoggins, Winifred Blanche.....	Morrisonville
Scott, Anna Berdella.....	Mt. Carmel
Scott, Edith.....	Georgetown
Selby, Helen Edna.....	Danville
Sexson, Nellie Edith.....	Charleston
Shank, John William.....	Collison
Shaw, Jane Lois.....	West Union
Shields, Myrtle Floy.....	Hutsonville
Shields, Paul Austin.....	Charleston
Shrader, Dora.....	Humboldt
Shroll, Emma Luvilla.....	Moweaqua
Shull, Alva J.....	Taylorville

Sibert, Jessie Frances.....	Charleston
Sickles, Clyde Charles.....	Beecher City
Sims, Vada Veach.....	Borton
Slack, Lena Gwendalen.....	Dudley
Slaten, Mabel Lenora.....	Grafton
Sligar, Molly Brewer.....	Toledo
Smart, Bessie.....	Herrick
Smart, Mattie Jane.....	Herrick
Smart, Orthel Agnes.....	Herrick
Smith, Goldie Isabelle.....	Newton
Smith, May.....	Morrisonville
Smith, Paul Raymond.....	Lovington
Smith, Verne Allen.....	Lovington
Smith, Wilhelma Zoe.....	Champaign
Smock, Jessie Maudeline.....	Charleston
Snell, Reva Marie.....	Catlin
Snow, Laura Catheryn.....	Assumption
Snyder, Ina.....	Vandalia
Sowers, David Earl.....	Wheeler
Speiser, Edward Henry.....	Witt
Spencer, Etta Mae.....	Kinmundy
Spencer, Ida Maude.....	Salem
Sperry, Ivy Blanche.....	Greenup
Sperry, Myrtle Lee.....	Greenup
Stalain, Fern.....	Edgewood
Staley, Ettie.....	Hume
Stanberry, Clark Ernest.....	Charleston
Stanberry, Lena Maude.....	Janesville
Stanfield, Ova Roscoe.....	West York
Stanford, Eulalie.....	Louisville
Stanley, Olive Hazel.....	Danville
Starks, Bessie Mabel.....	Westville
Stevenson, Hannah Hubbs.....	Evansville, Ind.
Stevenson, Lulie Hubbs.....	Evansville, Ind.

Stewart, Robert Donald.....	Charleston
Stickles, Paul Rosco.....	Murdock
Stine, Ruth Lee.....	Danville
Stiver, Chlora Beatrice.....	Vincennes, Ind.
Stock, Hilda Elisa.....	Macoutah
Stoddard, Myrtle Annis.....	Windsor
Stoltz, Virginia.....	St. Francisville
Stone, Diamond Rebecca.....	Shelbyville
Stone, Ruth Evelyn.....	Charleston
Storm, Mabel Fern.....	Morrisonville
Stout, Cleo.....	Sumner
Stroh, Marguerite Glendora.....	Hume
Stroud, Roland Camby.....	Altamont
Stuart, Ethel Teresa.....	Paris
Sullivan, Catherine Genevieve.....	Stonington
Sullivan, Margaret.....	Charleston
Sullivan, Mayme.....	Charleston
Swem, Jessie.....	Newton
Swickard, Elsie Mae.....	Newman
Tate, Grace Ellen.....	Iuka
Tate, Ivah Faye.....	Moweaqua
Taylor, Verne.....	Macon
Tharp, Mary McClellen.....	Indianola
Thomas, Ruth Eleanor.....	Shelbyville
Thompson, Catherine Agnes.....	Louisville
Thompson, Pearl Lina.....	Charleston
Tiffany, Charles Henry.....	Lawrenceville
Tiffany, Lewis Hanford.....	Lawrenceville
Tiffin, Genevieve.....	Walshville
Tobias, Hazel.....	Assumption
Todd, Leah Tina.....	Charleston
Torrence, Myrle Kathleen.....	Kansas
Toy, Ellen Lillian.....	Raymond
Travioli, Minnie.....	Marshall

Traylor, Lew Randolph.....	Coffeen
Troxell, Bessie Fern.....	Argenta
Truax, Wiley Bernard.....	Oakland
Turton, Ethel Aimee.....	Glen Carbon
Tynan, Kathryn Johannah.....	Witt
Twigg, Helen Rose Cecelia.....	Brocton
Vance, Edna.....	Danville
Van Deventer, Florence Adelaide.....	Decatur
Van Poole, Dorothea Ethel.....	Watseka
Van Sellar, Martha.....	Paris
Vaughan, Agnes Lucille.....	Taylorville
Vaughn, Belva Blossom.....	Sidell
Vaughn, Frances.....	Donnellson
Vaughn, Ura Jessie.....	Sidell
Vernon, Edith Blan.....	Toledo
Volk, Elizabeth Minnie.....	Bogota
Votaw, Arlene.....	Mattoon
Wade, Relly.....	Greenup
Wagner, Lena Luella.....	Sumner
Waite, Hazel.....	Danville
Walker, Mary Ethel.....	Mattoon
Wallace, Lew.....	Janesville
Wallace, Mary Logan.....	Altamont
Wallage, Mary Louise.....	Paris
Walling, Arlar.....	Casey
Wareham, Marea Emily.....	Taylorville
Warren, Cora Belle	Tower Hill
Warren, Pearl.....	Tower Hill
Wasem, Matilda.....	Fayetteville
Washburn, Mary Alice.....	Martinsville
Washburn, Ruth Irene.....	Marshall
Waters, Rebekah.....	Charleston
Watson, Nellie Cadle.....	Charleston
Watson, Vivian Lucile.....	Hoopeston

Watts, Chlora Agnes.....	Arthur
Weatherholt, Maud.....	Atwood
Weaver, Ruth Esther.....	Dennison
Webb, Mary Elizabeth.....	Charleston
Weiler, Clotilda.....	Claremont
Welch, Claude Agnes.....	Rosemond
Weller, Herbert Clay.....	Hindsboro
Welliver, Van Fisk.....	Murdock
Wells, Henrietta Matilda.....	Morrisonville
Wendell, Edna May.....	Charleston
West, Mabel Laura.....	Loda
West, Marian Isabel.....	Loda
West, William.....	Pana
Wharton, Laura Maud.....	Edgewood
Whittenberg, Clarice.....	Springfield
Whittenberg, Inez.....	Springfield
Widger, Fannie Elam.....	Vandalia
Widger, Floyd Elam.....	Vandalia
Widick, Beatrice Minnie.....	Shelbyville
Wieland, Carl Jacob.....	Charleston
Wiesener, Emma.....	Tuscola
Wilcox, Ira Stephen.....	Greenup
Wilcoxen, Mabel Lucy.....	Danville
Wiley, Flossie.....	Kansas
Williams, Amy.....	Malad, Idaho
Williams, Clarence Edgar.....	Marshall
Williams, Mary Alpha.....	Bogota
Williams, Rose Myrtle.....	Shelbyville
Williams, Ruth Frances.....	Shelbyville
Williamson, May Pearl.....	Tuscola
Willison, Kromia Joy.....	Indianola
Wilson, Cleo May.....	Alvin
Wilson, Gladys Blanche.....	Charleston
Wilson, Helen Geneva.....	Homer

Wilson, Howard Everett.....	Hume
Wilson, Ilva Imogene.....	Taylorville
Wilson, Lucille Maud.....	Danville
Wilson, Viola Edythe.....	Hindsboro
Wishart, Beulah.....	Mattoon
Woodruff, Susie Agnes.....	Georgetown
Woolery, Marie.....	Neoga
Woolston, Mary Alice.....	Nokomis
Wooten, Hazel Odelle.....	Tuscola
Workman, Mabel Elsie.....	Stonington
Wright, Cloyd.....	Cowden
Wright, Nell Geraldine.....	Carrollton
Wright, Ruth Augusta.....	Findlay
Yakey, James Murvin.....	Shelbyville
Yates, Aubrey Lunsford.....	West Salem
Yates, Irene Eva.....	West Salem
Yewell, Sarah Estelle.....	Golconda
York, Horace Martin.....	Toledo
Young, Lucy Belle.....	Robinson
Young, Minnie Luella.....	Neoga
Yount, Bertha Lucile.....	Mattoon

PUPILS IN THE ELEMENTARY SCHOOL

*Eighth Grade**Class A Promoted to Ninth Year in January*

Bailey, Bonnie Ruth	Edman, Glen Taylor
Bails, Clifford Adair	Foreman, Harriet L.
Brown, Henrietta	Talbott, Carlos Alvin
Cook, Leslie Clarke	Turner, Stephen Gilpin
Craig, Chloteele C.	Wilson, Paul Hugo

Class A

Carman, Gage Griffin	McCarthy, Margret J.
Crowe, Edith	Nehrling, Lucile E.
Devericks, Lourene	Pierce, Cleta May
Diemer, Alma	Root, Merle Ellington
Furry, Claire	Serviss, Trevor Knott
Hoseney, Ora May	Shoot, Tilford Taylor
Jones, Mildred Derelle	Tabor, Celia Irma
Kelly, Chloral	Tremble, Ronald
Lashbrook, Abbie May	Walker, Sarah Irene
Long, Dorothy E.	

Class B

Allen, Charles Moore	McCarty, Edna Alice
Berry, Marion J.	McGurty, John Edward
Blackford, Robert	Ryder, Hazel Louise
Boyer, Ralph Byron	Sexon, Dale Miller
Cone, Mary Elizabeth	Shoot, Olive Lorraine
Cook, Raymond Mack	Springer, Florence E.
Edman, Martha V.	Stickler, Irene
Galbreath, Sarah	Tripp, Leo
Greene, Lucile Bell	White, Charles Russell
Handwerk, Wayne	White, Ruby Opal
Love, Mildred Ellen	Wickham, Lola
McAllister, Fern	Wickham, Lulu

*Seventh Grade**Class A*

Allen, Robert Joseph	May, Truman Ward
Brinberry, Ralph	Millar, Julian Z.
Buckler, Elza Leland	Rodgers, Reuel Glen
Carothers, Paul	Shafer, Mabel Doris
Fawley, Paul Richard	Stevens, Leroy Elbert
Galbreath, Charles R.	Stewart, Harold Kile
Giffin, Veva Mary	Watson, Wayne Berkley
Glosser, Bertha Ellen	Wickham, Lulu Estelle
Livingston, William H.	Wilson, Fern Lucile
Love, Charles Louis	

Class B

Allison, Howard Duff	Hampton, Ida M.
Anderson, Irving Gray	Jordan, Edward Wayne
Armstrong, William	Lashbrook, Leah Lucile
Bell, Cyril	McCarthy, Marian
Bell, Margaret	Miles, Mary Barbara
Blair, Robert Maxwell	Pearcy, Fred Elbert
Blanford, Charles	Randolph, Olive B.
Bowlin, Bessie May	Reed, Ralph Andrew
Byers, Maurine Clara	Replogle, Mabel Oleta
Carman, Max Griffin	Rogers, Adah Estella

*Sixth Grade**Class A*

Adair, Mary Ellen	Hancock, Loyd
Barnes, Vernon Ewing	Kelley, Harold
Bell, Leo	Lashbrook, Maggie
Carpenter, Ruth E.	Livingston, Rachel M.
Cherry, Clestie Mae	Lynch, Charles Lee
Cochran, Omar Thomas	Mitchell, Reba Irene
Cox, Clifford Edwin	Nehrling, Dorothy H.
Galbreath, Alice P.	Tate, Harriet Lucile
Hall, Chlotilde	Thomas, Ruth Alice
Hampton, Jeannette M.	Trimble, Florence A.

*A Catalogue of the Eastern**Class B*

Anderson, Sumner M.	Lynch, Gohring Arthur
Bates, John Ire	Lynch, James Clarence
Boyer, Mary Esther	Marshall, Sibil Fern
Briggs, Clara K.	Patterson, Ruby V.
Chenoweth, Beulah E.	Prather, Cecil Edward
Conner, Mildred M.	Reese, Irene Vickery
Curl, Cleda Mary	Shafer, Myrle H.
Emrich, Lulu Avis	Shanks, Muriel R.
Griffith, Marian Louise	Shanks, Rocha Matilda
Hancock, Neal	Stewart, Forest A.
Johns, Chloral	Wilson, Elmer E.
Kerans, Josiah Andrew	Wuersch, Leroy E.
Kerr, Harold Huston	

*Fifth Grade**Class A*

Anderson, A. McK.	Miner, Harold
Briggs, Frances H.	Miner, Ruth
Coon, Clarence Paul	Nickles, Mabel Neoma
Enyart, William	Osborne, Hugh
Grant, Alma Fern	Popham, J. S. R.
Hall, Clayton John	Sullivan, Andrew
Heddins, Helen	Tremble, Walter S.
Lashbrook, Irene	Tripp, James Ralph
Love, Marjorie L.	Wilson, Goldie Beulah
Marshall, Donald	

Class B

Bagley, Madeline	Lang, Luther
Bottrell, Zella Mae	Lynch, Margaret Ellen
Buckler, Erma Boneta	McCarty, Catherine C.
Cherry, Elsie Flavia	Mitchell, Pauline May
Crowe, John Albert	Rankin, Lyda Clotilde
Foltz, Corinne	Shoemaker, Robert W.
Heistand, Sarah Emily	Springer, Caroline W.
Iknayan, Alfred N.	Toland, Gregg Wesley
Kelly, Redyth K.	Toops, Jessie Annabel
Kibler, Gertrude	Wiley, Leo

*Fourth Grade**Class A*

Bailey, Robert C.	Livingston, Roy Owen
Bell, Geneva	Prather, Rhoda
Bisson, Barbara	Reynolds, Harry A.
Bond, Mary June	Reynolds, Myra L.
Brown, Olive Goelet	Rutan, Harry Franklin
Carothers, Lorin	Seaman, Lewis Orr
Craig, Carlos Clinton	Stewart, Ruth
Gray, Kathryn Louise	Thomas, Lester M.
Hall, Ruel Elden	Walker, Herman Cecil
Hancock, Russell	Whittemore, Harold H.
Huber, W. B. J.	Williams, Geneva
King, Hugh Gearld	Wrenn, John Joseph
Lang, Lillie Helen	

Class B

Bailey, Ralph Edwin	Hackett, Dorothy Irene
Brown, Mildred Marie	List, Miriam Cleoyne
Cone, Russell Allan	Love, Edwin Barns
Fasig, Lelia Bernice	Mitchell, Anne H.
Fawley, Ruth Eldora	Schnorf, Amy Jane
Feagan, Ruth Rebecca	Shafer, Helen Lavern
Foreman, Maurice E.	Thomson, Madge
Goble, Denzil Ryan	

*Third Grade**Class A*

Adair, James Hamilton	Longnecker, David S.
Barnes, Jennie Vera	Rardin, Dorothy Louise
Bell, Frank Oris	Roberts, Charlotte P.
Blackford, Harold T.	Ryan, Thelma Virginia
Brown, Herbert D.	Shoemaker, Frances
Coon, Ella Margaret	Teel, Louise Ethelyn
Craig, Russell L.	Toops, Claud Daniel
Grove, John Harold	Tripp, Francis Martin
Jordan, Ida Lucile	Worst, Nelda Frances
Livingston, Alfred	

*A Catalogue of the Eastern**Class B*

Berkley, Marian F.	Mitchell, Harry A.
Blair, Donald R.	Osborne, Robert Paul
Blair, Dorothy Myrtle	Redman, Helen E.
Brown, Jessie Lee	Sibert, Gena
Buker, Esther Mae	Stiff, Ruth
Cherry, John Albert	Sullivan, Esther T.
Cox, Dorothy Anna	Whitesel, Hallie B.
Dodds, William Wayne	Whitesel, Hazel Ida
Freeman, Mary A.	Wells, Lester Allen
Hall, Sylvester H.	Wuersch, Harold Wm.
McNear, Ray Trout	

*Second Grade**Class A*

Ashmore, Helen	Edman, Lois
Ball, Charles Condon	Foltz, Haldon Verne
Bisson, Mary C.	Gannaway, John W., Jr.
Boate, Herbert	Goff, Carlos Clyde
Bowlin, James H.	Marshall, Robert
Brown, Paul	Popham, Russel F.
Buckler, Edgar W.	Reami, Alma
Carothers, Edwin O.	Root, Dorothy Mary
Chaney, Helen Bertha	Shoot, Robert Orville
Chaney, William C.	Stewart, Clara
Craig, Maxine H.	Stone, William P.
Crispin, C. La Follette	Titus, Gordon R.
Eckenrode, John K.	

Class B

Bell, Russel	Mitchell, Jean E.
Foote, Oscar Ralph	Prather, Ethel May
Gwin, Gertrude N.	Reynolds, Pearl O.
Harper, Ulla Ruth	Rutan, Clifford
Henderson, Vivian Ina	Shanks, Dorothy
Leach, Paul Henry	Tripp, Gertrude
McNear, Mary Janette	Wuersch, Clyde Robert

First Grade

Class A

Barnes, Luella H.	Sexond, Leonard
Hampton, Granville	Simms, Wilkin
Harris, Charles W.	Thomas, Virginia M.
Jordan, Harry Salman	Whitesel, Theodore L.
Sexond, Elmer	Winship, Lela Bernice

Class B

Chaney, Elmer Lucas	Rutan, Myrtle
Marshall, John	Sullivan, Carl
Miner, Warner	Toops, Floyd Adly
Nickles, Charles	

SUMMARY

	'06-7	'07-8	'08-9	'09-10	'10-11	'11-12	'12-13	'13-14
Normal Department....	332	397	427	449	484	490	511	504
Summer School.....	429	452	504	452	460	584	740	755
	761	849	931	901	944	1074	1251	1259
Elementary School.....	260	229	228	222	223	219	225	312
	1021	1078	1159	1123	1167	1293	1476	1571
Counted Twice.....	58	50	61	55	57	54	72	69
Total	963	1028	1098	1068	1110	1239	1404	1502

COUNTIES REPRESENTED

Bond	Jasper	Pope
Champaign	Jefferson	Richland
Christian	Jersey	St. Clair
Clark	Knox	Saline
Clay	Lawrence	Sangamon
Coles	Livingston	Schuyler
Crawford	Macon	Shelby
Cumberland	Macoupin	Tazewell
Douglas	Madison	Vermilion
Edgar	Marion	Wabash
Edwards	McHenry	Washington
Effingham	Montgomery	Wayne
Fayette	Morgan	White
Greene	Moultrie	Williamson
Iroquois	Piatt	

OTHER STATES REPRESENTED

Idaho	Indiana	Iowa
	Ohio	

GRADUATES

1900

Beeman, Marion N.....	Robinson
Goble, Lloyd	Westfield
Koons, Guy J.....	Oakland
Volentine, Bertha	New Douglas

1901

Caldwell, William A.....	Neoga
Davis, Martha W.....	Charleston
Doyle, Edna	Lerna
Haley, Nelle	Arcola
Iles, I. Victor.....	Dudley
Neal, Gertrude	Charleston
Scheytt, Clara J.....	Charleston
Shoemaker, Theodora	Charleston
Slemmons, Antoinette L.....	Paris
Vail, Frances De C.....	Charleston
White, Millie E.....	Charleston

1902

Carothers, Ida E.....	Mattoon
Edman, Frances	Charleston
Fiock, Edward J.....	Olney
Foster, Sylvia S.....	Girard
Gaiser, Katherine	Charleston
Harding, Gertrude	Charleston
Moore, Florence	Charleston
Parks, Laura A.....	Dexter
Riggins, John A.....	Hutton
Shy, Nelle	Kansas
Ward, Jennie	St. Mary's, Indiana
White, Mahala	Charleston
Woodson, Elsie	Charleston

1903

Balter, Gertrude A.....	Charleston
Dougherty, Phillip	Charleston
Doyle, Eliza	Lerna

Ellison, Grace	Mattoon
Farrar, Roscoe	Dorans
Ficklin, Mary	Charleston
Freeman, Ernest	Charleston
Gordon, Charles	Lawrenceville
Harker, Josephine	Peoria
Harrah, Hattie A.	Charleston
Harris, William	Moweaqua
Huston, Myrtle	Charleston
Jenkins, Katherine	Charleston
Little, Sherman	Potomac
Lumbrick, Arthur	Charleston
McDonald, Alice B.	Charleston
Persons, Zulu	Danville
Reeder, John C.	Humboldt
Shannon, Mary	Mattoon
Shoot, Bonnie	Charleston
Stewart, Charles	Charleston
Wade, William E.	Redmon
Wallace, Charles	Charleston
Wright, Mabel	Charleston
Young, Eva N.	Effingham

1904

Anderson, Ethel	Charleston
Bubeck, Charles M.	Marshall
Bullock, Florence W.	El Paso
Byers, Bessie B.	Charleston
Coon, Mary W.	Charleston
Dewhirst, David M.	Olney
DeWolfe, John C.	Pana
DeWolfe, Lucy L.	Pana
Dorris, Sylvanus A.	Isabel
Ferguson, Jessie L.	Charleston
Hagemeyer, Bartlett.	Butler, Kentucky
Hays, Cecilia M.	Mattoon
LaRue, Ruth A.	Etna
Little, Carrie	Potomac
Lycan, Lydia B.	Kansas
McDonald, Louis L.	Charleston

Rapp, Martha B.....	Mattoon
Rauch, Arlie B.....	Charleston
Record, Loue	Charleston
Sims, Nelle	Charleston
Thissell, Bessie I.....	Charleston
Walker, Emma	Casey
Waggoner, Alvin	Gays
Weatherly, Carrie	Paris
Webb, Anna	Charleston
Wilson, Ethel V.....	Chrisman

1905

Anderson, Mabel	Charleston
Balch, Eva	Lerna
Balch, Flora	Lerna
Bradley, Irma M.....	Charleston
Brewer, Mary	Charleston
Cavins, Henrietta O.....	Mattoon
Chumley, Eugene	Owaneco
Cottingham, Carrie E.....	Charleston
Edman, Minnie	Charleston
Ferrish, Lewis	Charleston
Gannaway, Ethel	Charleston
Henderson, Frank	Isabel
Hobbs, Anna C.....	Charleston
Honn, Edward F.....	Charleston
Honn, Josephine W.....	Ashmore
Huron, Helen B.....	Charleston
Lee, Jessie E.....	Pesotum
Littler, Nelle M.....	Danville
Maxham, Ula	Charleston
McDonald, Elmer M.....	Lerna
Overholser, Nora G.....	Charleston
Phipps, Charles	Charleston
Randolph, Edgar D.....	Gays
Shoot, Gertrude T.....	Charleston
Stanberry, Jesse O.....	Greenup
Stark, Cecil	Hume
Tohill, Flossie	Flat Rock
Tooke, Helen E.....	Charleston

Warman, Hettie M.....	Charleston
Wentz, Roy A.....	Hindsboro

1906

Bainbridge, Albert O.....	Shelbyville
Baker, W. W.....	Charleston
Bishop, Daisy	Charleston
Dewolfe, Donald J.....	Pana
Dunbar, Christina	Sterling
Dwyer, Ellen F.....	Charleston
Earnhart, William H.....	Flat Rock
Evans, Minnie L.....	Charleston
Faris, Mildred	Lerna
Fender, Charles W.....	Ashmore
Foote, Luanda	Charleston
Freeman, Frances F.....	Charleston
Geddes, Grace	Newton
Hackley, Gertrude	Mattoon
Harry, Bertha	Humboldt
Hashbarger, Clara B.....	Arcola
Kyger, Roy J.....	Danville
Long, Florence E.....	Charleston
McNutt, Wade	Oconee
Reat, Ruth	Charleston
Sargent, Paul T.....	Charleston
Sargent, St. John.....	Charleston
Williams, Lucia Q.....	Mattoon
Wooll, Jessie	Charleston

1907

Barrett, Agnes	Mattoon
Black, Paul	Greenup
Bradford, Ernest C.....	Hindsboro
Bruner, Mabel R.....	Mattoon
Clark, Nellie N.....	Mattoon
Covey, Jessie B.....	Sullivan
Cruzan, Myrtle A.....	Mattoon
Dappert, Nora E.....	Taylorville
Davis, Lois M.....	Charleston
Edman, Eulalie	Charleston
Freeman, Agnes M.....	Charleston

Hagan, Warren L.....	Windsor
Hamill, Lena	West Union
Harwood, Otto	Janesville
Heil, Sopha E.....	Arcola
Holaday, Marguerite	Mattoon
Mabee, Elsie	Charleston
Martin, Jessie C.....	Arthur
McGinnis, Marguerite	Alton
McNutt, Mary I.....	Springfield
Pumphrey, Hazel A.....	Oak Park
Stewart, Bertha B.....	Charleston
Stewart, Bessie H.....	Metropolis
Travis, Edna C.....	Greenville
Wait, Bernice	Greenville
Wallar, Beulah H.....	Oak Park
Wright, Helen A.....	Charleston

1908

Barringer, Edna	Hillsboro
Bottenfield, Ezra O.....	Oblong
Brown, Victor I.....	Oblong
Carney, Lydia Z.....	Charleston
Crum, Edna B.....	Charleston
Cummins, Edna	Rose Hill
Davis, Leonard E.....	Charleston
Drayer, Julia A.....	Hartford City, Indiana
Finley, Charles W.....	Charleston
Gabel, Goldie	Greenup
Glassco, Melville	Charleston
Hosford, Jean	Danville
Hostetler, Ruth	Charleston
LaRue, Ella	Etna
Lucas, Douglas P.....	Bath
Mabee, Mirtie	Charleston
Maris, Florence	Tuscola
Maris, J. Claire	Tuscola
McCrary, Bertha E.....	Charleston
McKittrick, M. Augusta.....	Tower Hill
Meeker, William R.....	Hazel Dell
Milholland, Arthur L.....	Charleston

Murphy, Bessie	Charleston
Orcutt, Emily R.....	Charleston
Price, Edna E.....	Mt. Vernon
Riley, Ruth	Lerna
Summers, Mrs. Alice.....	Charleston
Tohill, Louis A.....	Flat Rock
Wiman, Nelle	Oblong

1909

Belting, Paul E.....	Charleston
Briggs, Margaret	Charleston
Brown, M. Ethel.....	Piqua, Ohio
Bruner, Mary V.....	Mattoon
Buckmaster, Pluma N.....	Charleston
Chamberlain, Frank	Gays
Coffman, Beryl L.....	Salem, Indiana
Corzine, Harland W.....	Charleston
Corzine, May I.....	Charleston
Cossairt, Laura G.....	Potomac
Davis, Myrtle A.....	Charleston
Degenhardt, Irene	Alton
Dickerson, Jeanette M.....	Curran
Dixon, Frances M.....	Herrick
Feagan, Effie L.....	Charleston
Foreman, Lulu B.....	Charleston
Funkhouser, Fern	Mattoon
Funkhouser, Taylor	Mattoon
Gannaway, Lelia	Mattoon
Hanselman, Anna M.....	Piqua, Ohio
Harry, J. Roscoe	Humboldt
Heil, Mary E.....	Arcola
Homann, Ferdinand	Mattoon
Honn, Jessie M.....	Ashmore
Hostetler, Lida A.....	Charleston
Hostetler, Oliver C.....	Charleston
Howe, Verna	Robinson
Huber, Harry L.....	Mattoon
Hume, Chester	Danville
Ivy, Torney P.....	Fillmore
McCabe, Edward L.....	Charleston

Orr, Esther	Sidell
Phillips, John B.....	Sullivan
Phillips, Oda O.....	Sullivan
Smith, Fred	Yale
Tate, Ethel	Mattoon
Wamsley, Ruth R.....	Charleston
White, Oshia	Charleston
Williams, Ethel	Mattoon

1910

Avey, Blanche	Le Roy
Bigler, Harry	Sigel
Birdzell, William	Charleston
Burke, Coral.....	Cloverdale, Indiana
Carman, Ruth	Charleston
Connelly, Rae	Westfield
Cottingham, Maude	Charleston
Davis, Sylvia B.....	Charleston
DeWolfe, Mary Estelle.....	Assumption
Driscoll, Irene	Charleston
Dwyer, Katherine	Charleston
Eck, Lulu E.....	Charleston
Ernst, Jesse E.....	Charleston
Fears, Amanda O.....	Humboldt
Fellows, Mary E.....	Neoga
Freeland, Minnie C.....	Bellair
Givens, Harry	Paris
Glassco, Alia N.....	Charleston
Hallock, Willmetta	Charleston
Heeb, Evalena	Charleston
Hoggard, Goldie D.....	Arthur
Huffman, Jessie T.....	Charleston
King, Ivan W.....	Charleston
Long, Ruth	Charleston
Lowry, Edith	Westfield
Martin, Patti C.....	Arthur
Mathes, Georgia	Charleston
McCrory, Esther	Charleston
McDonald, Mary M.....	Charleston
McNutt, Mrs. Lillian.....	Elgin

Miles, Sophia O.....	Charleston
Milholland, Grace E.....	Charleston
Mullins, Helen G.....	Charleston
Munson, Kezia	Arcola
Nay, Mabel	Kansas
Patton, Mae	Arthur
Pendergast, Mary C.....	Charleston
Powell, Zella F.....	Mattoon
Rankin, Cora E.....	Gibson City
Rardin, Bruce	Rardin
Riche, Mildred A.....	Nora Springs, Iowa
Schmaelzle, Carl	Charleston
Serviss, Gladys	Charleston
Snapp, Carl F.....	Findlay
Snapp, Roscoe	Findlay
Sullivan, Margaret E.....	Charleston
Tarble, Charles	Martinsville
Voris, Katherine	Neoga
Watt, Bernice	Newton
Welsh, Grover F.....	Paris
Wiman, Anna M.....	Yale
Woodson, Amy L.....	Charleston
Zimmerman, Henry H.....	Effingham
Zimmerman, Percy	Charleston
Zimmerman, Robert L.....	Mineral

1911

Archer, Susie Ethelyn.....	Charleston
Ashmore, Lula Belle.....	Charleston
Brayton, Virgul Lucille.....	Charleston
Byers, Helen	Charleston
Coffey, Anna Elizabeth.....	Kansas
Faris, Susie	Lerna
Galbreath, Annie	Ashmore
Gallagher, Margaret Elizabeth.....	Alton
Gilchrist, Edith Lana.....	Shawneetown
Glassco, Hazel Gertrude.....	Charleston
Gray, Ruth	Charleston
Henry, Flossie Ethel.....	Kansas
Hill, Charles	Charleston

Hill, Stanley	Mattoon
Homann, Fred George.....	Mattoon
Jennings, Alma Irene.....	St. Elmo
Jennings, Walter Wilson	St. Elmo
Jones, Vernie Allen.....	Willow Hill
Kelly, Marguerite Agnes.....	Danville
Kibler, Carl M.....	Wheeler
Linder, Lewis S.....	Charleston
Long, Charles Ellsworth.....	Charleston
Maxham, Helen Jeanette.....	Charleston
McKittrick, Cynthia Ann.....	Tower Hill
Newman, Grace	Charleston
Parkinson, Cora Alice.....	Charleston
Patrick, Ada	Decatur
Rennels, Ursa	Charleston
Rodecker, Waverly.....	Mulberry Grove
Schlobohm, Lucy Syvilia.....	Findlay
Schriner, Elizabeth Opal.....	Charleston
Sidwell, Eli Roscoe.....	Casey
Stanberry, Hewett Raymond.....	Charleston
Stewart, Alma	Ashmore
Taylor, Kathryn Blanche.....	Arthur
Taylor, Ruthe	Arthur
Tiffany, Burton Ellsworth.....	Lawrenceville

1912

Adams, Della Ruth.....	Allendale
Ames, Nellie Blanche.....	Charleston
Anderson, Clara Alice.....	Charleston
Arterburn, Pauline	Kansas
Baird, Claire Emma.....	Moweaqua
Beall, Ruth Aurelia.....	Paris
Blackburn, Nema Elnora.....	Paris
Crowe, Elizabeth Drayer.....	Charleston
Dollahan, Martin Leland.....	Lawrenceville
Doscoska, Anna	Charleston
Endsley, Antha Euphemia.....	Charleston
Fleming, Denna Franklin.....	Paris
Furste, Alma Elizabeth.....	Humboldt
Gaiser, Lois Margaret.....	Charleston

Gossett, Vera Ople.....	Casey
Gossett, William Ernest.....	Charleston
Haley, Nellie Catherine.....	Arcola
Handshy, Ruby Ellen.....	Worden
Hardy, Edith May.....	Waterloo
Harris, Ruby Mildred.....	Coffeen
Hedrick, Edna May.....	LeRoy
Jenkins, Alice	Charleston
Jordan, Carrie Mae.....	Charleston
Kime, David Orion.....	Dudley
King, Robert F.....	Charleston
Kisner, Edgar Lynn.....	Bellair
Lindhorst, Frank Atkinson.....	Charleston
Loggins, Edna Kathryn.....	Greenville
Lovett, Elizabeth Rosett.....	St. James
Maxwell, Florence Lelia.....	Arcola
McDougle, May	Charleston
Mitchell, Kate	Charleston
Neblick, Mary Edith.....	Ridgefarm
Newell, Emma	Oak Park
Newlin, Muriel Hazel.....	Charleston
Patton, Lola	Arthur
Phillips, Minnie Alice.....	Sullivan
Phipps, Anna Emma.....	Charleston
Pinkstaff, Orra Ford.....	Lawrenceville
Randolph, Lillie	Charleston
Rankin, William Merle.....	Charleston
Rich, Ciney	Birds
Robinson, Runie T.....	Charleston
Robinson, Ruth Love.....	Edwardsville
Root, Gretchen Lane.....	Newman
Rose, Ethel Maye.....	Bement
Rosebraugh, Esther May.....	Charleston
Sampson, Homer C.....	Wheeler
Schriner, Bessie Dimple.....	Westfield
Sharp, Mildred	Mattoon
Shoot, Lois Mary.....	Charleston
Smith, Jessie Euphemia.....	Mattoon
Timm, Katherine Elizabeth.....	Arthur
Troutman, Mary Elizabeth.....	Charleston

Troutman, William Chilton.....	Charleston
Waters, Eunice	Denver, Colorado
Webster, Essie	Nokomis
Whalen, Mary M. F.....	Charleston
Wieland, John Adam	Charleston
Willson, Hazel Elizabeth.....	Charleston
Wright, Fern Guy.....	Charleston

1913

Allison, Worth Arthur.....	Charleston
Briggs, Stella Ruth.....	Charleston
Butler, James Grove.....	Charleston
Case, Jennie	Charleston
Comer, Helen Louise.....	Charleston
Corzine, Bruce Herbert.....	Charleston
Davis, Loxa Edna.....	Charleston
Dorsey, Bessie Ferris.....	Moro
Dowler, Emery Ross.....	Tower Hill
Durbin, Clara Faye.....	Charleston
Dwyer, Anna Margaret.....	Charleston
Ewald, Paul George.....	Mt. Carmel
Ewing, Portia Stone.....	Neoga
Feagan, Gladys Evelyn.....	Charleston
Foster, Gertrude Elizabeth.....	Oak Park
Frakes, Reba Lenore.....	West Union
Franklin, Eleanor May.....	Casey
Frazier, Arthur Owen.....	Paris
Furness, Mabel Mary.....	Sullivan
Giffin, William Earl.....	Charleston
Goldsmith, Alonzo Fremont.....	Jewett
Hill, James Edward.....	Mattoon
Hudson, Louise Dorothy.....	Charleston
Jenkins, Sarah Camilla.....	Charleston
Kern, Vernon Harlow.....	Gays
Kimball, Lula	Westfield
Lee, Flossie Elaine.....	Casey
Linder, Kate Ethel.....	Alton
Malhoit, Irene Emma Rose.....	Assumption
Maxey, Rosettie	Oblong
McCandlish, Fred Raymond.....	Toledo

McDonald, Georgia Helen.....	Lerna
Meeker, Iva Pearl.....	Hazel Dell
Miller, Edith Marguerite.....	Charleston
Mitchell, Daniel Palmer.....	Loxa
Morse, Ora	Findlay
Patton, Bessie	Arthur
Pew, Blanche Agnes.....	Litchfield
Rankin, George Barrington.....	Charleston
Reeder, Maude	Humboldt
Reid, Emily Cleda.....	Lancaster
Rodgers, Eugene	Janesville
Schlobohm, Anna Katrina.....	Findlay
Shoemaker, James Wright.....	Charleston
Shreeve, Elizabeth Hortense.....	Charleston
Springer, Mary Virginia.....	Charleston
Steinmetz, Ferdinand Henry.....	Edwardsville
Stitt, Eva Winifred.....	Toledo
Strawbridge, Lois Mary.....	Danville
Terry, Edna Fern.....	Charleston
Tolly, Ruth	Charleston
Wannamaugher, Elva Lucille.....	Greenville
West, Linnie Minnie.....	Watseka
Wilson, Amy Rose.....	Belle Rive

FORMER MEMBERS OF THE BOARD OF TRUSTEES

	Date of Appointment
S. M. Inglis, Springfield.....	ex officio
Joseph H. Freeman, Springfield.....	ex officio
A. J. Barr, Bloomington.....	June 5, 1895
M. P. Rice, Lewiston.....	June 5, 1895
F. M. Youngblood, Carbondale.....	June 5, 1895
M. J. Walsh, East St. Louis.....	June 5, 1895
Calvin L. Pleasants, El Paso.....	June 5, 1895
H. A. Neal, Charleston.....	April 14, 1897
L. P. Wolf, Peoria.....	April 14, 1897
A. H. Jones, Robinson.....	April 14, 1897
W. H. Hainline, Macomb.....	April 14, 1897
F. M. Youngblood, Carbondale.....	April 14, 1897
Alfred Bayliss, Springfield.....	ex officio
H. A. Neal, Charleston.....	April 14, 1899
L. P. Wolf, Peoria.....	April 14, 1899
W. L. Kester, Kansas.....	Nov. 6, 1899
W. H. Hainline, Macomb.....	July 25, 1900
Charles H. Austin, Elizabethtown....	July 25, 1900
H. G. Van Sandt, Montrose.....	June 4, 1901
Clarence H. Oxman, Grayville.....	July 25, 1904
J. H. Marshall, Charleston.....	May, 1901
J. S. Culp, Bethalto.....	May, 1901
Scott Burgett, Newman.....	January, 1907
B. H. Pinnell, Kansas.....	January, 1907

FORMER MEMBERS OF THE FACULTY

S. M. Inglis, President.....	1898
Louis H. Galbreath, Supervisor of Training Department	1899
G. W. Smith, School Law and Geogra- phy	1899
Luther E. Baird, Assistant in English.	1899-1900
James H. Brownlee, Reading.....	1899-1900
Ella F. Corwin, Librarian.....	1899-1900
Bertha Hamlin, Critic Teacher in Grammar School	1899-1900
Mrs. Louise B. Inglis, History.....	1899-1900

J. Paul Goode, Physics and Geography	1899-1901
Alice B. Cunningham, Critic Teacher in Primary School.....	1899-1901
*Frances E. Wetmore, Registrar.....	1899-1903
*W. M. Evans, English.....	1899-1904
Edna T. Cook, Critic Teacher in Gram- mar School	1899-1904
Charlotte M. Slocum (Mrs. George C. Ashman), Critic Teacher in Pri- mary School	1899-1905
Henry Johnson, History.....	1899-1906
Francis G. Blair, Supervisor of Train- ing Department	1899-1906
Otis W. Caldwell, Biological Sciences.	1899-1907
Anna Piper, Drawing.....	1899-1913
Edith P. Bennett, Critic Teacher in Grammar School	1900-1901
Grace W. Knudsen, Geography.....	1900-1901
Florence M. Beck (Mrs. Thomas Mc- Lachlin), Librarian	1900-1904
Alice L. Pratt (Mrs. Carter Weaver), Critic Teacher in Grammar School	1900-1904
James A. Dewey, Physics.....	1901-1902
Roswell C. McCrea, History and Civics	1901-1902
George D. Hubbard, Geography.....	1901-1903
*Elizabeth Branch, Assistant Librarian	1901-1904
Katharine Gill (Mrs. Clarence R. West), Reading and Physical Cul- ture	1901-1904
Charlotte Kluge (Mrs. Frank Popham), Critic Teacher in Grammar School	1901-1904
Eva M. Russell, Assistant in Mathe- matics	1901-1905
Clara M. Snell (Mrs. A. B. Wolfe), Critic Teacher in Primary School.	1901-1906
Thomas H. Briggs, English.....	1901-1911
Elmer I. Shepard, Assistant in Mathe- matics	1902-1903
Thornton Smallwood, Physics and Chemistry	1902-1903

Caroline A. Forbes, Manual Training.	1902-1913
Beatrice Pickett, German and History.	1903-1907
Sadie Harmon, Critic Teacher in Grammar School	1904
Inez Pierce, Assistant Librarian.....	1904-1905
Edith C. Bailey, Reading.....	1904-1906
Mamie H. O'Neal (Mrs. Chauncey Doty), Registrar	1904-1906
Lorena C. Sidey (Mrs. William Tap- per), Critic Teacher in Grammar School	1904-1906
Nettie B. Dickson (Mrs. T. L. Hankin- son), Critic Teacher in Grammar School	1904-1907
J. C. Brown, Mathematics.....	1904-1911
Elnora J. Richardson, Assistant in Mathematics	1905-1906
Margarethe Urdahl (Mrs. L. A. An- derson), German and History....	1905-1906
Grace D. Phillips, Assistant Librarian	1906
L. Lance Burlingame, Assistant in Biology	1906
Josie Batcheller Houchens, Assistant Librarian	1906
Florence Harrison, Reading.....	1906-1907
Ida E. Carothers (Mrs. Ralph Merri- am), Botany	1906-1907
Charlotte M. Jackson, Assistant Libra- rian	1906-1912
Eva Southworth, Critic Teacher in Grammar School	1906-1910
Mathematics	1911-1913
*Charlotte Amy Rogers, History in the Grades	1907-1908
Amelia Harrington, Critic Teacher in Grammar School	1907-1909
Lotus D. Coffman, Supervisor of Train- ing Department	1907-1912
Forrest Sumner Lunt, Reading.....	1907-1912

A Catalogue of the E. I. S. N. S.

Katharine Pfeiffer, Head of Pemberton Hall	1908-1909
Lillian E. Ravenscroft, Critic Teacher in Grammar School.....	1909
Estelle Gross, Head of Pemberton Hall	1909-1910
Grace Williams, Critic Teacher in Grammar School	1909-1910
Alice M. Christiansen, Physical Education	1909-1912
Margaret B. Pumphrey, Critic Teacher in Primary School.....	1910
M. W. Deputy, Supervisor of Training Department	1909-1910
Elsie Woodson (Mrs. Jay G. Butler), History in the Grades.....	1909-1911
Genevieve Fisher, Critic Teacher in Grammar School	1910-1911
Myrtle A. Davis, Botany and Grammar	1910-1911
Clara Miller, Mathematics.....	1911
Mabel Barnhart, Music.....	1912
E. E. Lewis, Supervisor of Training Department	1912-1913
Royal E. Davis, Botany.....	1912-1913
Ethel West, Assistant Librarian.....	1912-1913

*Deceased.



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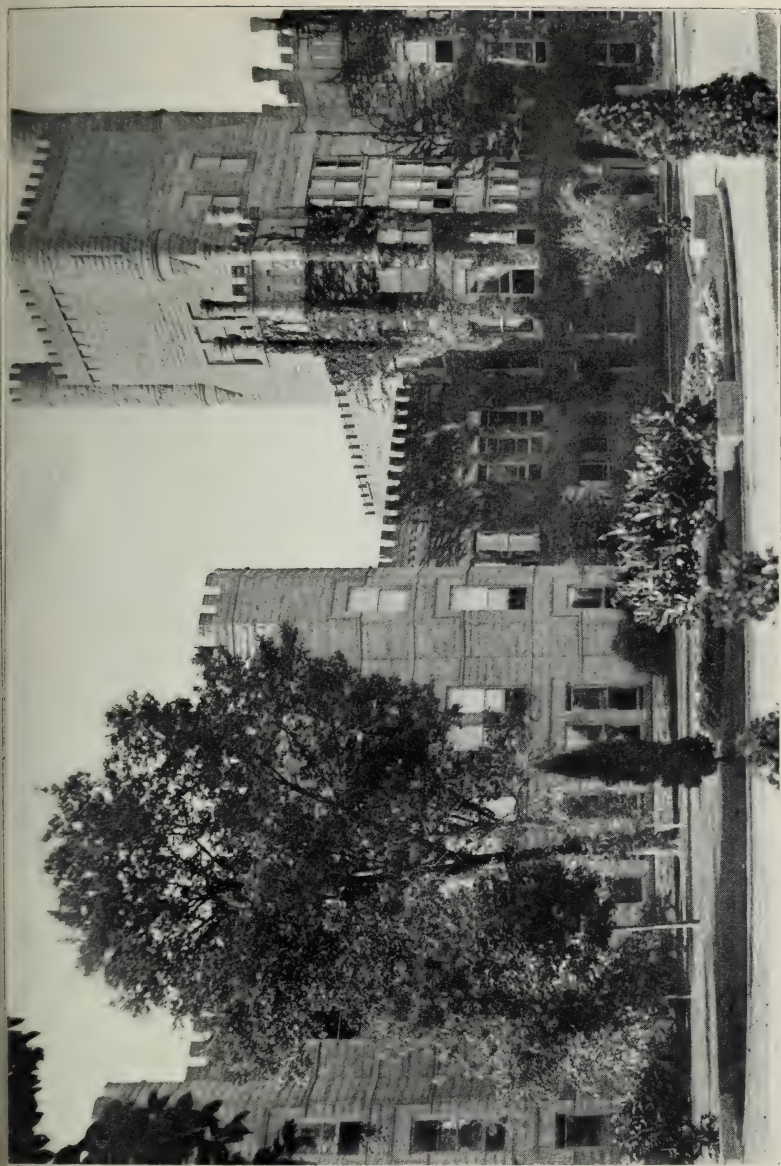
Bulletin

**EASTERN
ILLINOIS
S T A T E
NORMAL
SCHOOL**

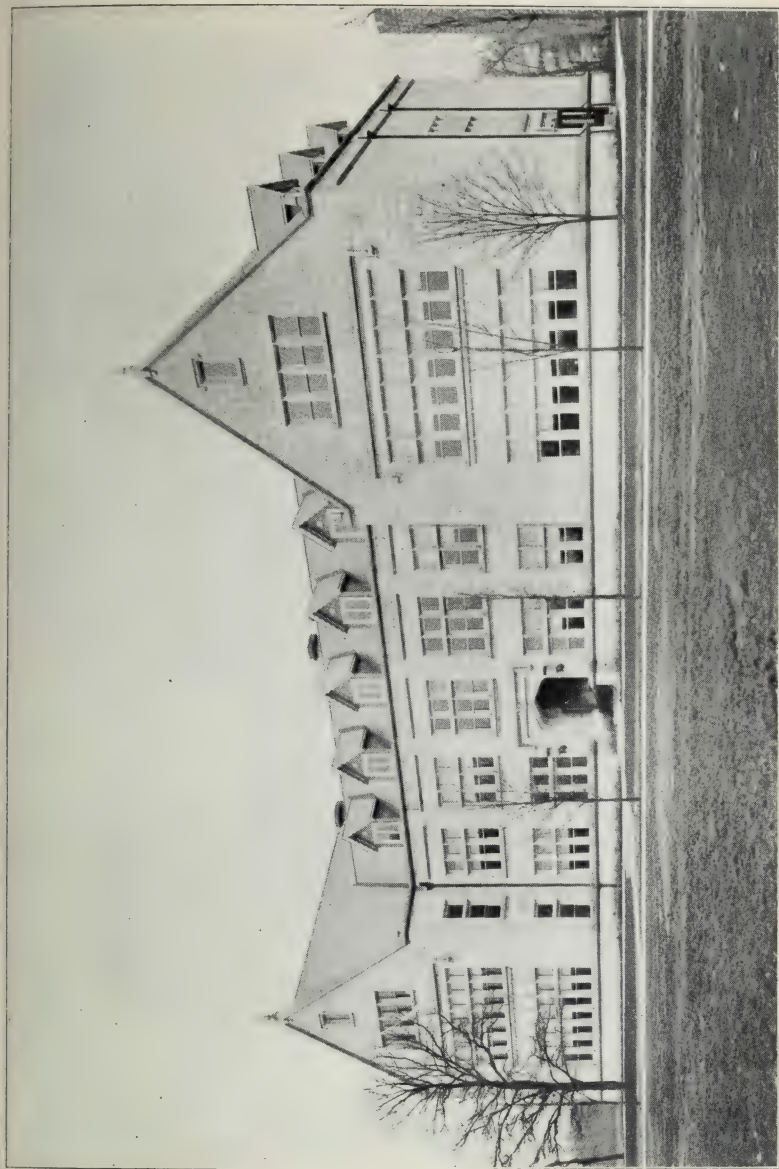
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**A n n u a l
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N u m b e r
1914-1915**

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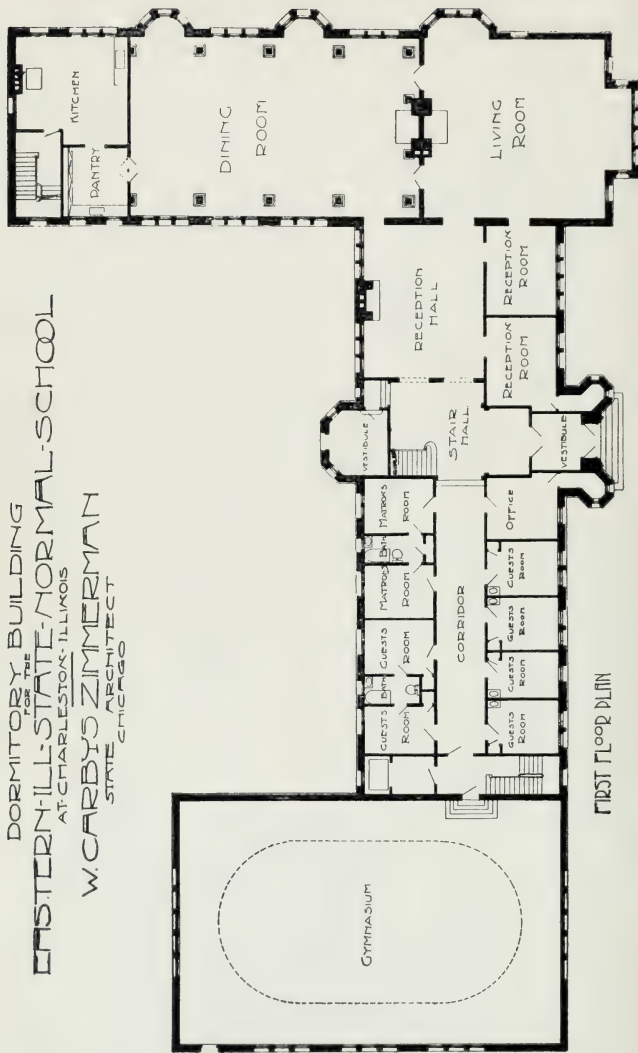


ELEMENTARY SCHOOL



WOMAN'S BUILDING

DORMITORY BUILDING
 FOR THE
 EASTERN-ILL-STATE-NORMAL-SCHOOL
 AT CHARLESTON-ILLINOIS
 W. CARBY'S ZIMMERMAN
 STATE ARCHITECT
 CHICAGO

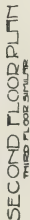


FIRST FLOOR PLAN

DORMITORY BUILDING

EASTERN ILL. STATE NORMAL SCHOOL,
AT CHRELESTON ILLINOIS.

W. CARBYS ZIMMERMAN
STATE ARCHITECT
CHICAGO.



**Eastern Illinois
State Normal School**

CHARLESTON

**A Catalogue for the Sixteenth Year with
Announcements for 1915-1916**

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Act of Congress, July 16th, 1894.

THE SCHOOL CALENDAR

1915-1916

FIRST TERM

NINETEEN WEEKS

<i>September 14, 1915, Tuesday</i> 8:00—12:00 A. M. 1:30— 5:00 P. M.	<i>Registration</i>
<i>December 23, 12:10 Noon</i> <i>January 4, 7:30 A. M.</i> }	<i>Holiday Recess</i>
<i>January 28, 1916, Friday</i> 12:10 Noon }	<i>First Term Ends</i>

SECOND TERM

NINETEEN WEEKS

<i>February 1, 1916, Tuesday</i> 8:00—12:00 A. M. 1:30— 5:00 P. M.	<i>Registration</i>
<i>March 31, 12:10 Noon</i> <i>April 11, 7:30 A. M.</i> }	<i>Spring Recess</i>
<i>June 16, 1916, Friday</i>	<i>Second Term Ends</i>

SUMMER TERM

1916

SIX WEEKS

<i>June 19, Monday</i> 8:00—12:00 A. M. 1:30— 5:00 P. M.	<i>Registration</i>
<i>July 28, Friday, 12:00 Noon</i>	<i>Summer Term Ends</i>

SPECIAL EXAMINATIONS

2:00 P. M.

September 16, 1915, Thursday
January 15, 1916, Saturday
February 3, 1916, Thursday
June 16, 1916, Saturday

THE BOARD OF TRUSTEES

J. M. Hicks, President.....	Newton
Charles C. Lee, Secretary.....	Charleston
Hon. Francis G. Blair, Superintendent of Public Instruction (trustee ex-officio).....	Springfield
R. W. Briscoe.....	Kansas
Ed E. Elstun.....	Greenup
Edward B. Rogers.....	Champaign
I. H. Johnston, Treasurer.....	Charleston

THE FACULTY

LIVINGSTON C. LORD, A. M., *Harvard University*;
LL. D., *University of Illinois*.

PRESIDENT

Psychology and School Management

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Mathematics

FRIEDERICH KOCH

Music

ELLEN A. FORD, A. M., *Syracuse University*
Latin

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Biological Sciences

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Physics and Chemistry

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English

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History

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German

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Biological Sciences

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Gymnastics and Mathematics

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History

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Mathematics

HOWARD DeF. WIDGER, A. B., *Yale University*
Reading

LOLA MORTON, B. S., *Teachers College, Columbia University*
Domestic Science

LENA M. NILES, A. B., *Bates College*
Physical Education

FISKE ALLEN, A. B., *Indiana University*; A. M., *Columbia University*

Supervisor of Elementary School

MAUDE DOTT, Ph. B., *University of Chicago*
Drawing

DeWITT CLINTON SPRAGUE, Ph. B., *Grinnell College*
English

RUTH CARMAN, Ph. B., *University of Wisconsin*
English

ADEN G. PIPPIT
Manual Training

EDITH E. RAGAN
Critic Teacher in Grammar School

BERTHA M. NEWELL
Critic Teacher in Grammar School

GILBERTA COFFMAN
Critic Teacher in Grammar School

JESSIE LOUISE FORDE, A. B., *Kansas State Normal School*;
A. M., *Columbia University*
Critic Teacher in Grammar School

MELLIE E. BISHOP, B. L., *Swarthmore College*
Critic Teacher in Primary School

FLORENCE E. GARDINER
Critic Teacher in Primary School

ANNA H. MORSE
Critic Teacher in Primary School

OLIVE BUCKS, A. B., *University of Michigan*
History in the Grades

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The names of teachers, with the exception of the critics, are printed in the order of their engagement.

THE REQUISITE

IN EDUCATION, various books and implements are not the great requisites, but a high order of teachers. ¶ In truth a few books do better than many. ¶ The object of education is not so much to give a certain amount of knowledge as to awaken the faculties, and give the pupil the use of his own mind; and one book taught by a man who knows how to accomplish these ends, is worth more than libraries as usually read. ¶ It is not necessary that much should be taught in youth, but that a little should be taught philosophically, profoundly, livingly.

—*William Ellery Channing*

THE EASTERN ILLINOIS STATE NORMAL SCHOOL

THE PURPOSE AND PLAN OF THE SCHOOL

The function of the state in education extends of necessity to the training of teachers. A rational system of public education implies provision for securing efficiency in the teaching office. Public Normal Schools are the natural outgrowth of a policy of public education. The state is the only agency competent to meet the demands for qualified teachers imposed by its own attitude toward the instruction of its people. The object of a State Normal School is not to extend the earning power of one class of persons at the public charge. It is to give a culture and learning dedicated in a special way to the general welfare. It exists primarily not for the benefit of its students but for the benefit of the whole people. Such a conception is fundamental and determines questions of organization, courses of study, and methods of instruction in the State Normal Schools.

In early life the chief institutions in education are the home, the school, and the church. In the first years the home stands alone and its influence is in the main good. The church educates chiefly through the home and school. The school, however, is the teaching institution. Lord Avebury says: "There are three questions which in life we have over and over again to answer. Is it right or wrong? Is it true or false? Is it beautiful or ugly? Our education should help us to answer these questions."

If the school is especially concerned with one of these questions, it is with the second—"Is it true or false?" This involves the furnishing of the mind with knowledge and the exercising of the mind upon this knowledge in getting other knowledge or in reasoning. It is obvious that the process of teaching involves a child to be taught, a subject to be taught, and a teacher who teaches both the child and the subject. The statement sometimes made that it is a child who is taught and not the subject is absurd. No one is taught without being taught something. The mediator is the teacher and he knows something of a

child, something of knowledge in general, and something of the particular subject taught. Hence the theory of teaching rests upon logic and psychology.

HISTORICAL SKETCH

For the purpose of providing more adequate facilities for the training of teachers for the public schools of the state the legislature by an act approved, May 22, 1895, established the Eastern Illinois State Normal School. The five trustees provided for in the act, on September 7, 1895, selected a beautiful forty-acre tract of land three-quarters of a mile south of the public square of Charleston. The citizens of Charleston bought the land and presented it to the state. The grounds have a good elevation and are shaded by many fine old trees.

December 2, 1895, the contract was made for the erection of the building. The cornerstone was laid with impressive ceremonies on the afternoon of May 27, 1896. The building and grounds were dedicated August 29, 1899, and on September 12, 1899, the doors of the institution were opened to students.

During the first year, there were seventeen members of the faculty and two hundred forty students were enrolled. At the end of the first year, June, 1900, four students were granted the diploma of the school upon completion of the course of study. The school has grown steadily until there are now thirty-five members of the faculty, and five hundred twenty-six students are enrolled in the regular school year.

During the summer of 1901, a special term of six weeks was established for teachers. This term, beginning with an enrollment of one hundred seventy-two students, the first summer, has increased in popularity and usefulness until it has reached an enrollment of eight hundred eighty-five in 1915.

"In order to equalize the advantages of the State Normal Schools," encourage attendance and thereby increase their usefulness, the state legislature passed the Lindley Bill in 1905. This act provides that "there shall be awarded annually, to each school township or fractional township, a scholarship which shall entitle the holder thereof to gratuitous instruction in any State Normal School for a period of four years."

In 1907, the state legislature appropriated one hundred thousand dollars for a woman's building. This building was completed and occupied in January, 1909. It has proved to be a distinct addition to the cultural value of the school. In addition to providing a beautiful home for one hundred young women during their residence in Charleston, it has had a marked influence in establishing good standards of living, and has come to be the social center of school life.

As the school increased in numbers its facilities gradually became too restricted, and in 1911 the state legislature appropriated seventy-five thousand dollars for a training school building. The training school now enjoys all the advantages of a building designed and equipped for its special use, and the Normal School has opportunity for a more economical organization and an increase of its facilities.

The school has always stood for sound scholarship and has striven to inculcate in the minds of its students a sincere love for truth. One of the gratifying evidences that it is in a measure fulfilling its mission is the fact that so many of its students have gone on to higher institutions of learning the better to equip themselves for service.

RAILROAD FACILITIES

Charleston can be reached from any station in the district in six hours. From all stations along the Big Four or Clover Leaf it can be reached in two hours or less. Trains on the Illinois Central make close connection at Mattoon; trains from the southeast make close connection at Lerna; trains from the north and south make close connection at Paris. There are twenty passenger trains arriving daily in Charleston—ten on the Clover Leaf and ten on the Big Four. Students from Mattoon or Mattoon connections can, if they so desire, use the interurban electric line. Charleston is almost the exact center of a great network of roads, two north and two south roads crossing the district east of Charleston—one at Paris and one at Kansas; two crossing the district west of it—one at Mattoon and one at Windsor; one running close along the eastern border of the district; and one, the main line of the Illinois Central, running along the western border.

An equal or greater number of roads cross the district from east to west, some of them north, and some of them south of Charleston, several being trunk lines with numerous trains.

Pupils from Vermilion, Edgar, Clark, Crawford, and Lawrence counties, and the eastern part of Cumberland and Jasper, reach Charleston from the east, connecting with the Big Four, either at Paris or Kansas, or from the northeast over the Clover Leaf; those from Clay, Marion, Fayette, Effingham, Richland, and the western part of Cumberland and Jasper, and the southern part of Shelby, reach Charleston from the southwest over the Clover Leaf; those from Champaign, Moultrie, Macon, Christian, the northern half of Shelby, and the western half of Douglas, reach Charleston from the west over the Big Four.

EXPENSES

Tuition is free to those who are to teach in the public schools of Illinois. Others pay tuition at the rate of twenty-one dollars a year. An incidental fee of three dollars a term is required of all.

Text books are owned by the school and rented to students at a uniform price of one and a half dollars a term. Students wishing to own their books can buy them at the lowest wholesale prices.

Board and room can be obtained in private families for from three to four dollars a week. Students renting rooms and keeping house can materially reduce the above amounts. Room without board can be obtained for from one to one and a half dollars a week. In all cases the students will consult the president of the school.

ENTRANCE REQUIREMENTS

High school diplomas, teachers' certificates and township scholarships must be presented to the registrar. Undergraduates of high schools and graduates of high schools with three-year or two-year courses are required to bring a complete copy of their record, signed by the principal of the school. Attention is called to the fact that high school work repeated in the Normal School does not

count toward credit for a diploma except for students in the five-year course.

PEMBERTON HALL

The legislature of 1907 appropriated one hundred thousand dollars for the woman's building and gymnasium—the first appropriation for such a purpose ever made in the State of Illinois. A fine stone structure was finished and occupied January 4, 1909. Nearly all the rooms in the building were taken from the first and the demand for rooms now exceeds its capacity. The building has met the fondest hopes of its most ardent advocates, and its value as a social center in the school and in setting good standards of living is already established.

Room, including heat and light, with table board and privileges of laundry, costs four and a half dollars a week. Students are not required to furnish anything.

THE ELEMENTARY SCHOOL

Classification and Admission

The Elementary School consists of eight grades, each grade being divided into two sections representing a half-year's advancement in the course of study. A pupil classified as 7B is doing the first half of the seventh year's work. A pupil classified as 7A is doing the second half of the seventh year's work. Since the total seating capacity of each room is forty pupils, and since transfers of pupils from one room to another are sometimes necessary, new pupils will not be admitted to any room whose enrollment is then thirty-seven.

New pupils are admitted in the order of their registration by grades. Applications for admission are listed in the order of their dates. If a pupil does not appear on the day on which he has asked to be admitted, his name is dropped from the list. In case there are vacancies pupils are admitted to all grades on the opening day of school in September, and on the opening day of the second term. All new pupils must present certificates of standing in the school from which they come.

Pupils once admitted to the school for the regular school year retain their places until completing their

course unless they are unreasonably irregular in attendance or fail to appear on the opening day of each new term without previous notice to the supervisor of their intention to appear later. Attendance during the summer term does not give any claim to a place during the regular school year.

A fee of one dollar each half year is charged to meet the cost of supplies and of most of the texts used throughout the grades.

Elementary School Schedule

The Elementary School calendar is practically identical with that of the other departments of the Normal School. Its daily schedule is as follows:

Pupils admitted to the grounds and building at	8:10 A. M.
Pupils of the upper four grades due in their seats at.....	8:25 A. M.
Pupils of the lower four grades due in their seats	8:55 A. M.
Chapel exercises with the Normal School	9:00 to 9:30 A. M.
Noon dismissal	12:00 M.
Admitted to the building afternoon session	1:15 P. M.
Due in their seats afternoon session...	1:30 P. M.
Afternoon dismissal	3:00 P. M.

Teachers of the Elementary School

The immediate direction of the work of each grade and the responsibility for its progress is with the critic-teacher of the grade. The critic-teachers, under the general direction of the supervisor, plan the work for their grades, discuss with the student-teachers their plans for teaching their particular subjects, do enough of the teaching to keep the progress of the pupils at least up to the standard of city schools of the same type, and teach special lessons for the observation of classes in methods of teaching special subjects in the Normal School proper. The character of the work of the critic-teacher determines almost entirely the success of the Elementary School in accomplishing its purpose.

At present the school has nine critic-teachers; one for each of the eight grades, and a special teacher for the work in history.

The teachers in other departments of the Normal School have in all cases an advisory relation to the Elementary School and in several cases a supervisory relation. In a few cases they assist in the teaching of their subjects in the Elementary School. This is true in the departments of music, drawing, industrial arts, domestic science, and physical training.

Aim of the Elementary School

The aim of the Normal School in maintaining an Elementary School is two-fold. It needs a pedagogical laboratory in which students and members of the faculty may test the methods of instruction and the pedagogical theories taught in the Normal School. And to develop in the students craftsmanship in teaching they must have opportunity to observe expert work and to develop skill by actual experience in teaching.

But these results cannot be secured unless the Elementary School itself is aiming at the best possible education for the boys and girls who are pupils in the school. If the elementary school is not securing for its pupils results up to the standard of good schools of the usual type it is not best adapted to its purpose as an experimental school, and if it is not better than other elementary schools it is certainly not adapted to secure the best results as a school of observation and practice. The school seeks first, then, to offer the best in curriculum and training of which it is capable, and at the same time to give the student-teacher the experience in teaching necessary to develop some skill. The critic-teachers do the greater part of the teaching, then, because it is believed that experience in teaching is valuable only when based on sound educational principles which are illustrated by a teacher of marked ability directing a well-trained class. Observation of the expert, followed by practice, and this again by observation should be the rule.

The school seeks also entire unity between the theories and methods of instruction taught in the other departments, and the practices of the Elementary School. To this end members of the Normal School faculty are ad-

visers to critic-teachers and to student-teachers of the work of their departments in the Elementary School. The critic-teachers give lessons for observation by the Normal School classes in methods in special subjects, and conduct experiments in which the special department is interested.

SATURDAY SESSION

The school holds regular sessions on Saturday, taking Monday as the weekly holiday. This plan gives teachers, who have no school on Saturday, opportunity of pursuing some regular work in the Normal School; and consequently promotes closer relations between the school and the teachers of the district.

SUMMER SESSION

The demand on the part of teachers and students for an opportunity to study during a part of the summer vacation justifies the State Normal Schools in offering a short term's work during this time.

The subjects offered are designed to meet the wants of:

1. Inexperienced teachers and students of Normal Schools who wish to do work that will receive credit in the Normal Schools of Illinois in courses leading to a diploma. The programme is so arranged that the students may recite twice each day in many subjects, thus completing the work of a term of twelve weeks in six weeks.

2. Experienced teachers who are employed during the school year. Review courses, courses in general method and lectures, together with observation of work in the model school are offered.

The summer session for 1916 will begin on Monday, June 19, and close on Friday, July 28.

THE STUDENTS' LOAN FUND

The Students' Loan Fund of the Eastern Illinois State Normal School makes it possible for a deserving student in the second half of the course to borrow, at a low rate of interest on a personal note, a sum of money that will help him to remain in school and complete the course.

STUDY

				<i>Electives A, B. For Juniors and Seniors</i>	
	<i>The On</i>	<i>An Adjustment Course</i>	<i>Electives IX., X., XI.</i>		
	For Colle	For students who have already begun the former Four-Year Course.	Latin 3† German 3 History 2 X., XI. Science 3 Physics 1, XI. Zoology 1, XI. Botany 1, X., XI. Mathematics 1 Manual Training 2 Agriculture 2, X., XI. Physical Education (third year) ½ School Hygiene ½ General Science 1 Home Economics 1, XI.	Latin 2 German 2 History 2 English Literature 2 Mathematics 2 Economics 1 Science Physics 1 Zoology 2 Botany 2 Chemistry 1 Geography 1½ Geology ½ Reading 1 Drawing 1 Home Economics 4 Manual Training 2 Agriculture 2 Practice Teaching 1 The Teaching of English ½ Arithmetic ½ Geography ½ History ½ Physical Education (third year) ½ School Hygiene ½	
umber of its* re- ired for aduation		18			
Class X.					
X.					
XI.					
B nior		4 B Psychology 1, 2 History 7; Special Method 1, or ½ Elec- tive Unit Physics 1, 2 or Elective Elective Elective			
A nior	Complete taken fro fered for Classes.	4 A Education 1, 2 Teaching 1, 2 Physiology; Manual Training 7 (or elective unit) Elective Elective			

* A unit is a year
† Numbers after su-
In the IX., X., XI-
† Numbers after s-
§ Students who are
° Students who have
The school year co-
Physical education,

FIRST TERM PROGRAMME

	7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-11:20-12:10	1:20-1:30-2:20	2:20-3:10	3:10-4:00	4:00-4:50	4:50-5:40
A (required) Teaching to be arranged		I. Education 1-2, 3, 5, 6	II. Education 2-2, 3, 5, 6	I. Physiology A-2, 4, 5, 6	II. Physiology A-2, 4, 5, 6					
B (required)	Reading 2 B-2, 4, 5	Arithmetic 2 B-2, 3, 4, 6 Drawing 2 B-5	I. Psychology B-2, 3, 4, 5 English 5 B(c)	Geography 2 B-2, 4, 5, 6	II. Psychology B-2, 3, 4, 5			Special Method 4 B and B(c)-2, 3, 4, 5		
A, B (elective)	Trigonometry A-2, 3, 4, 5			German B-2, 3, 4, 5 Latin 3	German A-2, 4, 5, 6 Latin 5 Economics A, B-2, 3, 4, 5 Literature A, B-2, 4, 5, 6 Agriculture A, B Botany A, B Physics A, B Zoology A, B	German B-2, 3, 4, 5 (Latin A, B-2, 3, 4, 5) Domestic Science 1, A, B Drawing A, B Manual Training A, B Chemistry A, B	German A-2, 3, 4, 5 Solid Geometry A, B-2, 3, 4, 5 Domestic Art 1, A, B European History A, B-2, 3, 4, 5 Literature A, B-2, 3, 4, 5 Geology A, B-2, 3, 4, 5 Reading A, B-2, 3, 4, 5	Method in English A-2, 3, 4, 5 Method in History A-2, 3, 4, 5		
XI. (elective)	Physics 1-3, 5 Zoology 1-2, 3, 5	Physics 1 Zoology 1-2, 3, 5 Manual Training 1 Agriculture 1			Botany A, B Agriculture A, B	Domestic Science 1 Manual Training A, B	Solid Geometry A, B-2, 3, 4, 5 Domestic Art 1			
IX, X, XI.		I. Latin 1 (German 1) (History 3)	II. Latin 1 (German 3) History 5	Latin 3	Latin 5 German A-2, 4, 5, 6 History 5					
XI. (required in the 5 year course)			[English 5]			[Geography 1]				
XI. (required in the 4 year course)			[English 3]		Geometry 1	Geography 1				
XI. (c) (required)			Algebra 2		Geometry 1					
C (required) (elective)	Zoology 1-2, 3, 5	English 3, c2 Latin 1 Zoology 1-2, 3, 5	Algebra and Geometry c1 Latin 1, 5 History 1 English 3	English 3 c1 Latin 3	Latin 5 History 5 Geography c2 Geometry 1	Algebra and Geometry c2 Geography c1 Botany 1-2, 4, 6	Botany 1-2, 4, 6			
X. (required in the 5 year course)		English 1		Algebra 1		Botany 1-2, 4, 6	Botany 1-2, 4, 6			
X. (required in the 4 year course)		English 3	History 5	Algebra 1	Geography 1			Observation 3 (To be arranged)		
IX. (c) (required) Observation to be arranged	II. Botany 1-2, 4, 6	I. Reading 1-2, 3, 5 II. Botany 1-2, 4, 6 II. Music 1-3, 5	I. Botany 1-2, 4, 6 I. Music 1-3, 5 II. Arithmetic 1	I. Botany 1-2, 4, 6 I. Drawing 1-3, 5 II. Drawing 1-2, 6 II. Reading 1-3, 4, 5	I. English 1 II. English 1	I. Arithmetic 1				
IX.			I. Algebra 1 II. English 1	I. English 1 II. History 1		I. History 1 II. Algebra 1				
Physical Training Girls						Course I.-3, 5 II.-2, 4	Course III.-2, 4	Course I.-2, 4 II.-3, 5	Course I.-3, 5	Course II.-2, 4 III.-3, 5
Boys										

NOTE: Numbers following a dash indicate the days of the week, beginning with Monday. Roman numerals prefixed to a subject indicate the section of the class. Subjects in brackets will not be offered this year (1913-1914).

SECOND TERM PROGRAMME

	7:30-8:15	8:15-9:00	9:30-10:20	10:20-11:10	11:10-11:20-12:10	1:20-1:30-2:20	2:20-3:10	3:10-4:00	4:00-4:50	4:50-5:30
A (required) Teaching to be arranged		I. Education 2-2, 3, 5, 6	II. Education 2-2, 3, 5, 6	I. Music A-3, 5 II. Manual Training A-2, 4, 6	II. Music A-2, 6 II. Manual Training A-3, 4, 5					
B (required)	Reading 2 B-2, 4, 5	History 2 B-2, 3, 4, 6 Drawing 2 B-5	I. Psychology B-2, 3, 4, 5 Drawing 2 B-6 English 6 B(c)	Grammar 2 B-2, 4, 5, 6	II. Psychology B-2, 3, 4, 5			Special Method 4 B-2, 3, 4, 5		
A, B (elective)	Analytics A-2, 3, 4, 5			German B-2, 3, 4, 5 Latin 4	German A-2, 4, 5, 6 Latin 6 Economics A, B-2, 4, 5, 6 Literature A, B-2, 4, 5, 6 Agriculture A, B Botany A, B Physics A, B Zoology A, B	German B-2, 3, 4, 5 (Latin A, B-2, 3, 4, 5) Domestic Science 2, A, B Drawing A, B Manual Training A, B Chemistry A, B	German A-2, 3, 4, 5 Algebra A, B-2, 3, 4, 5 Domestic Art 2, A, B European History A, B-2, 3, 4, 5 Geography A, B-2, 3, 4, 5 Reading A, B-2, 3, 4, 5	Method in Arithmetic -2, 3, 4, 5 Method in Geography -2, 3, 4, 5		
XI. (elective)	Physics 2-3, 5 Zoology 2-2, 3, 5	Physics 2 Zoology 2-2, 3, 5 Manual Training 2 Agriculture 2			Botany A, B Agriculture A, B	Domestic Science 2, A, B Manual Training A, B	Advanced Algebra A, B-2, 3, 4, 5 Domestic Art 2, A, B			
IX, X, XI.		I. Latin 2 (German 2) (History 4)	II. Latin 2 (German 4) History 6	Latin 4	German A-2, 4, 5, 6 History 6			German A-2, 4, 5, 6		
XI. (required in the 5 year course)			[English 6]			Geography 1				
XI. (required in the 4 year course)			[English 4]		Geometry 2	Geography 1				
XI. (c) (required)				History 2	Geometry 2					
C (required)		Geometry C 1 English 4 C 2		English 4 C 1		Geometry C 2				
C (elective)	Zoology 2-2, 3, 5	Latin 2 Zoology 2-2, 3, 5	Latin 2 History 6	Latin 4	Latin 6 History 6 Geography C 2	Geography C 1				
X. (required in the 5 year course)			English 4		Geometry 2	Botany 2-2, 4, 6	Botany 2-2, 4, 6			
X. (required in the 4 year course)		English 2		Algebra 2		Botany 2-2, 4, 6	Botany 2-2, 4, 6			
X. (c) (required) Observation to be arranged		English 4	History 6	Elementary Agriculture 1	I. Geography 2					
IX. (c) (required) (second term work) Observation to be arranged		I. Music 2-4, 6 II. Music 2-3, 5 I. Reading 2-2, 3, 5 II. Drawing 2-2, 4	I. Physiology II. Arithmetic 2	II. Physiology I. Drawing 2-2, 5	I. English 2 II. English 2	I. Arithmetic 2 II. Reading 2-3, 4, 5				
IX. (c) (required) First term work		English 1	Botany 1-2, 4, 6 Drawing 1-3, 5	Botany 1-2, 4, 6 Music 1-3, 5	Reading 1-2, 4, 5	Arithmetic 1				
Observation to be arranged	Botany 2-2, 4, 6	Botany 2-2, 4, 6								
IX			I. Algebra 2 II. English 2	I. English 2 II. History 2	Algebra 1	I. History 2 II. Algebra 2				
Physical Training Girls						Course I.-3, 5 II.-2, 4	Course III.-2, 4	Course I.-2, 4 II.-3, 5	Course I.-3, 5	
Boys									Course I.-2, 4	Course II.-2, 4 III.-3, 5

NOTE: Numbers following a dash indicate the days of the week beginning with Monday. Roman numerals prefixed to a subject indicate the section of the class. Subjects in brackets will not be offered this year (1913-1914).

This plan has been tried and students have found such temporary assistance of great advantage. The foundation of this fund was secured from admission fees to the senior class play and to the model school entertainment, given during commencement week. At the end of each school year a play is presented with the accessories of appropriate costume and scenery. Sheridan's "The Rivals" and "The School for Scandal," Goldsmith's "She Stoops to Conquer," Shakespeare's "A Mid-Summer Night's Dream," "As You Like It," "Twelfth Night," and "The Tempest," Tennyson's "The Princess," "The Lady Sheriff," Clyde Fitch's "The Climbers," and Josephine Preston Peabody's "The Piper" have been given.

THE ADELIA CAROTHERS FUND

A fund known as "The Adelia Carothers Fund" has been established by Mrs. Ida Carothers Merriam and Mr. Charles G. Carothers in memory of their mother. This fund is to be loaned to young women students of high character and scholarship during the last half of their course. The student to whom this loan is made is distinctly honored.

ATTENDANCE AT CHURCH

Each student is expected to attend regularly the church of his choice, or that which meets the approval of his parents. The pastors and members of the different churches have made the students of the school at home in the churches and Sunday schools. The teachers of the Normal School encourage the pupils to form and sustain intimate relations with the churches.

THE NORMAL SCHOOL BULLETIN

The Normal School Bulletin, a sixteen-page monograph, devoted to educational topics, is issued quarterly and distributed in the immediate territory of the school, free of charge. The numbers issued are:

1. A Suggestion for Teaching Shakespeare's Dramas, by *Thomas H. Briggs, Jr., A. B.*
2. Method of Teaching, by *Francis G. Blair, B. S.*

3. The Causal Idea of History, by *Roswell C. McCrea, Ph. D.*
4. Some of the Objects of Studying English Grammar, by *W. M. Evans, Litt. D.*
5. The School Garden, by *Otis W. Caldwell, Ph. D.*
6. Manual Training, by *Caroline A. Forbes.*
7. The School Library, by *Florence M. Beck, B. L. S.*
8. Graphic Arithmetic, by *E. H. Taylor, B. S.*
9. Reading in the Grades, by *Katharine Gill.*
10. The Relation of the Home and School, by *Charlotte May Slocum.*
11. Bird Study in the Rural School, by *Thomas L. Hankinson, B. S.*
12. Bird Study in the Rural School, (Second edition), by *Thomas L. Hankinson, B. S.*
13. Physics in the High School, by *Albert B. Crowe, A. M.*
14. Some Suggestions for the Teaching of Geography in the Grades, by *Annie L. Weller, B. S.*
15. Fourth Year Geography in the Illinois Course of Study—Topic: The Work of Water, by *Clara M. Snell.*
16. English Composition in Secondary Schools—Topic: Correct English, by *Florence V. Skeffington, A. B.*
17. The Study of Literature in the Upper Grades, by *Isabel McKinney, A. M.*
18. Announcement of the Summer Session of 1907.
19. Annual Catalogue Number, 1906-1907.
20. The School Garden II, by *Otis W. Caldwell, Ph.D.*
21. Announcement of the Summer Session of 1908.
22. Annual Catalogue Number, 1907-1908.
23. Some Problems in Education, by *John M. Coulter, Ph. D.*
24. Announcement of the Summer Session of 1909.
25. Annual Catalogue Number, 1908-1909.
26. Education and Utility, by *W. C. Bagley, Ph. D.*
27. Announcement of the Summer Session of 1910.
28. Annual Catalogue Number, 1909-1910.
29. Eastern Illinois Teachers' Association—Thirtieth Annual Meeting.

30. Reading in the Grades (Second Edition), by *Katharine Gill*.
31. Announcement of the Summer Session of 1911.
32. The Annual Invitation Athletic and Oratorical Meet, held at the Eastern Illinois State Normal School.
33. Annual Catalogue Number, 1910-1911.
34. Schoolroom Gymnastics and Graded Games, by *Alice M. Christiansen*.
35. Announcement of the Summer Session of 1912.
36. Annual Catalogue Number, 1911-1912.
37. Views of the Buildings and Grounds.
38. Arguments for Vocational Guidance, by *E. E. Lewis, A. M.*
39. Announcement of the Summer Session of 1913.
40. Annual Catalogue Number, 1912-1913.
41. English Literature in Secondary Schools: The Rise of the Drama in England; Outlines for the Study of Literature, by *DeWitt C. Sprague, Ph. B.*
42. Preliminary Announcement of the Summer Session of 1914.
43. Announcement of the Summer Session of 1914.
44. Alumni Register, 1900-1913.
45. Annual Catalogue Number, 1913-1914.
46. Material on Geography (which may be obtained free or at small cost), by *Mary Josephine Booth, A. B., B. L. S.*
47. Preliminary Announcement of the Summer Session of 1915.
48. Announcement of the Summer Session of 1915.

THE SCHOOL GARDEN AND GREENHOUSE

An opportunity is given for seeing the work done by pupils of the model school in elementary agriculture. Small plots of grounds are planted and cared for by the students under the direction of the gardener and the teachers. Connected with the students' garden is a model vegetable garden, a rose garden, and a garden for experimentation and exhibition purposes. All of these divisions are used for demonstrating the proper care of plants, the

method of propagation, crop rotation, and some of the principles of plant breeding.

An excellent four-room greenhouse contains many plants of unusual interest and serves, moreover, as an important adjunct to the botanical laboratories.

Additional facilities for field observations and for obtaining laboratory materials are offered by a small lake, a lily pond, and a forestry of six thousand trees, all of which are within five minutes' walk of the biological laboratories.

THE CHRISTIAN ASSOCIATIONS

Both the Young Men's and Young Women's Christian Associations have organizations in the school and are in a flourishing condition. Committees from these associations meet new students at trains and assist them in finding boarding places. Social gatherings under the auspices of the associations are held during the year.

SPECIAL EXAMINATIONS

Special examinations are given only on the following dates: at 2 o'clock in the afternoon on the first Thursday of each half year; and at the same hour on the next to the last Saturday in each half year. A fee will be charged for special examinations given at other times.

September 16, 1915, Thursday.

January 15, 1916, Saturday.

February 3, 1916, Thursday.

June 3, 1916, Saturday.

ATHLETICS

All athletics of the school are conducted by the Athletic Association, of which nearly all the students and teachers are members. A membership fee of three dollars a year is charged. This fee entitles the member to a vote in meetings and to free admission to all athletic contests in which the Normal School takes part.

Students to be eligible to take part in athletic contests with other schools must carry at least twelve periods of

work each week and make an average grade of not less than seventy per cent.

THE ATHLETIC AND ORATORICAL MEET

The Seventh Annual Athletic and Oratorical Meet under the auspices of the Eastern Illinois State Normal School Athletic Association was held at Charleston, May 8, 1915. The track and field events were held on the Normal School athletic field, and the oratorical contest in the assembly hall. There were twenty-six high schools entered in the field meet. Twenty boys and twenty girls were entered in the oratorical contest, making a total of two hundred eighteen contestants.

The athletic meet was won by Champaign. Sullivan won the relay race. Mr. Allman of Urbana scored the greatest number of points and received the twenty-five dollar cup, presented by Mr. J. A. Parker of Charleston. Mr. Kirkpatrick broke the pole vault record by vaulting eleven feet three inches.

In the girls' division of the oratorical contest, Miss Lucile O'Hair of Paris, won first place; Miss Lola Akins of Monticello, won second place, and Miss Blanche Cottingham of Mattoon, won third place.

In the boys' division, Mr. John Kane of Harrisburg, won first place; Mr. Horace Garman of Urbana, won second place, and Mr. John Steidl of Paris, won third place.

THE ALUMNI ASSOCIATION

Wednesday of commencement week is Alumni Day. Returning graduates attend morning exercises at nine o'clock and the Alumni reception at eight o'clock in the evening. It is customary to have in the afternoon a ball game between members of the regular team and players on former teams. A large number of alumni attended the fifteenth anniversary celebration last year.

The officers of the association are:

Mr. Charles Hill, '11, President.

Mr. Bruce Corzine, '13, Vice-President.

Miss Runie T. Robinson, '12, Secretary and Treasurer.

Executive Committee

Miss Emily R. Orcutt, '08, Chairman.

Mr. Warren L. Hagan, '07.

Mr. Homer K. Gordon, '14.

Miss Louise D. Hudson, '13.

Mr. Lewis H. Tiffany, '15.

*Standing Committee for Advancing the Interests of
the School*

Mr. Warren L. Hagan, '07.

Mr. Frank Henderson, '05.

Mr. Grover F. Welsh, '10.

ASSOCIATIONS OF FORMER STUDENTS

The Charleston Club of Chicago and the Charleston Club of the University of Illinois are organizations of former students of this school. These clubs meet occasionally in a very pleasant way and all former students or teachers, living in or near these centers, will be notified of these meetings if they will send their names to the secretary.

The officers of the Charleston Club of Chicago are:

Percy W. Zimmerman, President.

William R. Meeker, Vice-President.

Elizabeth Drayer Crowe, Secretary and Treasurer.

The officers of the Charleston Club of the University of Illinois are:

Bruce H. Corzine, President.

D. Franklin Fleming, Vice-President.

Margaret Bott, Secretary and Treasurer.

THE CERTIFICATING LAW

On July 1, 1914, the new law relating to the granting of teachers' certificates went into effect. By the provisions of this law, a third grade elementary school certificate, valid for one year in the first eight grades of the common schools of the county in which it is issued and in no other county, *may, at the option of the county superintendent*, be issued without examination to persons who have successfully completed two years of work in a recognized Normal School, or one year of such work if the applicant is a graduate of the tenth grade. This certificate is renewable once only and on evidence satisfactory to the county superintendent of three months' successful teaching or six weeks' professional training. This certificate is not issued the second time to the same person.

A second grade elementary school certificate, valid for two years in the first eight grades of the common schools of the county and in the ninth and tenth grades, when endorsed for the same by the county superintendent *may, at the option of the county superintendent*, be issued without examination to persons who have completed the junior year's work in a recognized Normal School or its equivalent. This certificate is renewable on evidence satisfactory to the county superintendent of six months' successful teaching or twelve weeks' professional training, and a second time if in the period following the date of issue the holder shall have acquired eighteen weeks' professional training in any recognized school provided for such training.

A first grade elementary school certificate, valid for three years in the first ten grades of the common schools of the county, and in the high school when endorsed for the same by the county superintendent *shall be issued* to graduates of a recognized Normal School, or from an institution offering an equivalent preparation, provided the applicant has had one year of successful practice teaching, and applies for the certificate within three years after graduation.

Third grade and second grade certificates are valid for

teaching only. A first grade certificate is valid for supervision in all positions where the principal or superintendent teaches one half or more of the time.

A high school certificate, valid for three years in the high schools of the county, and renewable indefinitely for periods of three years on evidence satisfactory to the county superintendent of successful teaching or supervision and professional growth has the following requirements: (1) graduation from a recognized high school, or an equivalent preparation; (2) a certificate showing the completion of at least two years' successful work in any recognized higher institution of learning, and (3) an examination in English, pedagogy, and six high school subjects, three majors and three minors, chosen from a list prescribed by the examining board: *Provided, however*, that graduates of a recognized Normal School, College or University may offer within three years after graduation, certified credits in lieu of examination in the above subjects accompanied by faculty recommendations of ability to teach in the high school.

The law contains also provision for supervisory, kindergarten-primary, and special certificates issued by a county superintendent. The Superintendent of Public Instruction is empowered to grant four-year elementary school, high school, and supervisory certificates which shall at the time of their expiration become valid and be endorsed for life upon evidence of successful teaching or supervision satisfactory to the Superintendent of Public Instruction.

A first and second grade elementary school certificate, a high school certificate, a supervisory certificate, a kindergarten-primary certificate, or a special certificate is valid in the county of issue, and in any county of the state when endorsed by the county superintendent of such county, upon evidence of successful teaching, certified by the county superintendent in whose county the teaching has been done.

All certificates, whether state or county, must be annually registered and endorsed, and a fee of one dollar must be paid.

COURSES OF STUDY

A revision of the courses of study went into effect, September, 1913. An adjustment course is offered for those who have completed two years or more of the four-year course.

The school year consists of two terms of nineteen weeks each. A summer session of six weeks is held immediately after the close of the regular school year.

A unit means a year's work in a subject reciting not less than four times a week. Below the junior year, subjects require five periods a week; in the junior and senior years, four periods a week. All laboratory sciences require six periods a week.

The elementary school offers eight years of work and the Normal School is open to all graduates of the eighth grade. The act of the state legislature, known as the Lindley Bill, creates township scholarships in the Normal Schools of the state and requires them to admit graduates of the eighth grade who possess the highest qualifications in their respective townships. To provide work suitable to these and other graduates of the eighth grade the work of the ninth year is offered.

OUTLINE OF COURSES

I. A one-year course for college graduates. Five units, taken from the work offered for juniors and seniors, are required for graduation.

II. A two-year course for graduates of accredited four-year high schools. Ten units are required for graduation.

III. A three-year course for graduates of three-year high schools or holders of first grade certificates. Fourteen units are required for graduation. The first four units are taken from work offered for the first three years of the five-year course. The remaining ten units are the same as for the two-year course. High school work, or work covered by the first grade certificate, must not be duplicated in any of these fourteen units.

IV. A four-year course for those who have completed two years of high school work or who hold a second grade certificate. Eighteen units are required for graduation. The first eight units are taken from the work offered for the first three years of the four-year course, the remaining ten units are almost the same as for the two-year course. High school work must not be duplicated.

V. A five-year course for those who have completed the eighth year of common school work. Students who have completed one year of high school work are admitted to the first year of the five-year course, credit being given only by examination or by proved ability. Twenty-two units are required for graduation, the last ten being almost the same as those offered in the two-year course.

V. c. A two-year course for those who wish to prepare in as short a time as possible to teach a country school. Eight units are required. Graduates of the eighth year may take either this course or the regular five-year course. Upon the completion of this two-year course the school gives the student a statement that he has completed in this school two years of work in preparation for teaching in a common school. The holder of this certificate may receive the diploma of the five-year course upon completing fourteen more units, as indicated under the heading V. c. in the condensed outline of courses.

Undergraduates of high schools should bring a complete record of their high school work.

Electives

There are two groups of electives: group I. is open to students below the junior year; group II. is open to juniors and seniors. The numerals indicate the number of units or years of work offered in each subject. Students are urged to plan their electives with reference to the possibilities for the whole course rather than by years. For example, to a student in the five-year course, wishing to elect science, the school offers one year of required botany and two years of advanced elective work in the same subject; two years of zoology, one of physics, one of chemistry, one of required geography, and two years of advanced elective work in the same subject, two years of elective agriculture, and one-half year of required

physiology. To a student in the five-year course wishing to take work in literature and arts, the school offers three years of required English and two years of advanced elective work; four years of high school Latin and one year of advanced work, three years of German, one year of required history, two years of elementary elective history, and two years of advanced elective work; two years of advanced work in mathematics.

Two years' work in domestic science, two in domestic art, two in agriculture, and two in manual training are elective in all courses.

Students are advised to consult the head of the department in which they wish to elect the greater part of the work.

Electives

Group I., open to students in the IX., X. and XI. years.

<i>Latin</i> 3 (units)	<i>Mathematics</i> 1, XI.
<i>German</i> 3	<i>Domestic Science</i> 1, XI.
<i>History</i> 2, X., XI.	<i>Manual Training</i> 2
<i>General Science</i> 1	<i>Agriculture</i> 2, X., XI.
<i>Science</i> 3	<i>School Hygiene</i> $\frac{1}{2}$, XI.
<i>Physics</i> 1, XI.	<i>Physical Education</i> (3rd
<i>Zoology</i> 1, XI.	year) $\frac{1}{2}$, XI.
<i>Botany</i> 1, XI.	

Group II., open to students in the junior or B year, and the senior or A year.

<i>Latin</i> 2	<i>Drawing</i> 1
<i>German</i> 2	<i>Domestic Science</i> 2
<i>History</i> 2	<i>Manual Training</i> 2
<i>English Literature</i> 2	<i>Agriculture</i> 2
<i>Mathematics</i> 2	<i>Practice Teaching</i> 1
<i>Economics</i> 1	<i>The Teaching of</i>
<i>Science</i>	<i>English</i> $\frac{1}{2}$
<i>Physics</i> 1	<i>Arithmetic</i> $\frac{1}{2}$
<i>Zoology</i> 2	<i>Geography</i> $\frac{1}{2}$
<i>Botany</i> 2	<i>History</i> $\frac{1}{2}$
<i>Chemistry</i> 1	<i>Physical Education</i> $\frac{1}{2}$
<i>Geography</i> $1\frac{1}{2}$	(Third year)
<i>Geology</i> $\frac{1}{2}$	<i>School Hygiene</i> $\frac{1}{2}$
<i>Reading</i> 1	

The number of elective units required in each course is as follows:

Three in the two-year course,

Five in the three-year course,

Six in the four-year course,

Eight in the five-year course,

Six and one-half in the five-year course for country school teachers.

The Adjustment Course

Students who have completed the first two years of the former four-year course will continue their work as follows, substituting an elective unit if they have already had physiology and manual training:

B	A
5 units	5 units
<i>Psychology</i> 1, 2	<i>Education</i> 1, 2
<i>History</i> 7; <i>Special</i>	<i>Teaching</i> 1, 2
<i>Method</i> 1*	<i>Physiology</i>
<i>Physics</i> 1, 2 or <i>Elective</i>	<i>Manual Training</i> 7, (3)
<i>Elective</i>	<i>Elective</i>
<i>Elective</i>	<i>Elective</i>

*Or *Elective* $\frac{1}{2}$ unit.

One-Year Course for College Graduates

This course is offered to all graduates of reputable colleges, who, having mastered more or less thoroughly the subject-matter of their chosen work, desire a deeper insight into its educational bearings. The course is planned also to give an opportunity for a more intensive study of those subjects that the candidate is preparing to teach.

The work is as follows:

General psychology

The development of the child

The psychological foundations of educational method

Theory of school management

American history

Economics

Physiography

Commercial geography

Work in the training department

Subjects elected from other courses

DESCRIPTIVE OUTLINE OF COURSES

PSYCHOLOGY

1, 2. The first aim in psychology is to see that the student possesses a body of properly classified psychological knowledge, and to give him a proper method of acquiring such knowledge. His attention is directed to the working of his own mind in such a manner as to make introspection fairly accurate. He is also directed to study the process of mental action in others as manifested in conduct. The student is introduced to the works of trained observers of the human mind that he may see through their eyes and thus correct his own somewhat crude observations.

Finally, a careful application of the principles discovered and acquired is made to the problem of teaching. It is impressed upon the student that a scientific statement of a psychological principle is a much easier thing than its ready application to the learning mind.

PRACTICE TEACHING

1, 2. All students graduating from the Normal School are required in their senior year to take throughout the year a course in practice teaching. For this purpose the school year is divided into four quarters. Each quarter the list of student-teachers is divided into as many groups as there are critic-teachers and one group is assigned to each critic for the quarter. By the critic-teacher the student is assigned to teach a particular subject in her grade. Each quarter the student is assigned to a different grade, usually two grades in advance of his previous assignment, and to a different subject, until the fourth quarter when the student's preference for grade and subject is considered.

In the beginning of the first quarter, the student makes plans for teaching the lessons in his assigned subject after discussing the subject-matter with the critic-teacher, but

for about two weeks the teaching is done by the critic-teacher, the student observing. Gradually the teaching is turned over to the student, the critic-teacher observing, and discussing the lessons and lesson plans before and after the student teaches the lesson. Each critic-teacher holds one general meeting each week with her group of students, besides special conferences with individuals. She also does as much of the teaching throughout the quarter as seems to her necessary to keep the class up to standard and to furnish the student opportunity to observe expert teaching.

OBSERVATION

General Observation A. In connection with their work in teaching all seniors are required to take a course in general observation. The class meets one period a week throughout the year for the discussion of the work of the Elementary School which they have been directed to observe. This course in observation is directed at first along the line of school management but soon emphasis is placed upon the recitation and they observe typical lessons taught by the critic-teachers.

Observation 1, 2. A course in rural school management and methods is required of all students in the second year of the two-year course to prepare for teaching in rural schools. A large part of the course consists in observation of the work of the training school, both the regular work of the school and special lessons given to illustrate certain points in pedagogy.

The course will include discussions of :

- I. Physical conditions of the rural school.
 - a. The schoolroom—lighting, heating and ventilation, seating arrangement, cleanliness, decoration.
 - b. The playground and its use.
- II. The rural school curriculum.
 - a. The Illinois course of study.
 - b. Methods in the special subjects—talks given by the critic-teachers of the training school illustrated by lessons with their pupils, observed by the students.

- c. The use of local material in the various subjects.
- III. Making a daily, weekly, and yearly programme under the varying conditions that arise in different rural schools.
- IV. Rural school routine and problems of discipline.
 - a. Some attention to Illinois school law.

EDUCATION

1, 2. A year of work in education is required of seniors in all courses. Education 1, 2 consists of work in the history of education and considers the development of the institutions, principles and practices of elementary education in modern times. School management is also studied. Both courses are offered in both terms, so that a student who is irregular can get both in the same term.

SPECIAL METHODS

1, 2. Special methods 4 B is required in the five-year course for country school teachers. It consists of six courses of six weeks each, *grammar, arithmetic, and reading* being given in one term and *history, geography, and nature study* in the other term. High school graduates who are irregular and need six weeks' work in any of these subjects in order to complete required work in the two-year course may take such a part of this course as they may need.

Each of the courses that make up the year of work in special method is outlined under the subject to which it belongs. *Omitted 1915-1916.*

ENGLISH

1, 2. *Elements of English.* This is a course in the elements of composition with grammar review. It includes instruction in the use of the library and the required reading of several good books. The course emphasizes practical composition, letter-writing, oral and written recitations in other subjects, and the qualities of all good speech.

3, 4. *Rhetoric*. This course in English composition is more advanced than 1 and 2. While the emphasis is still placed on the qualities of effective expression, the principal forms of prose discourse furnish the basis for class work. Much attention is given oral composition, which usually precedes written work. Incidentally the course furnishes an introduction to the study of literature since the English classics used in class are selected with that end in view.

5, 6. *English Literature from Shakespeare to Scott*. Although in this course the student will be expected to get a fair idea of the history of this period of literature, the class work will be devoted mainly to the literature itself. In making the necessary selections for study, the instructor will be guided by the capacity of the class and the usual demands of an introductory course in literature.

7, 8. *Nineteenth Century Prose*, English and American. This course introduces the student to some of the best modern essayists, novelists and dramatists. The aim is primarily to arouse his interest in these forms of literature, and secondarily to furnish him with standards of judgment. Elective A and B.

9, 10. *Nineteenth Century Poetry*, English and American. This course attempts to cultivate some appreciation of poetry, its qualities and forms, and some insight into the development of English poetry. The class will study in some detail English and American poetry of the nineteenth century. Except by special arrangement, Course 9 is a prerequisite for Course 10. Elective A and B.

11. *Grammar*. This course gives a review of the fundamental facts of grammar and some study of method. Required in the first year of the two-year course.

12. *English Methods*. This course gives instruction and observation in the teaching of English in the grades, emphasizing grammar, composition, or literature according to the needs of the class. Course 11 or its equivalent is a prerequisite. Elective A and B. *Omitted 1915-1916*.

13. *Grammar Methods*. This is a short course in the methods of teaching grammar. It includes study and criticism of definitions, comparison of various modes of analysis, and the preparation of lesson plans. Required of B students in the course for country school teachers. Six weeks. *Omitted 1915-1916*.

READING AND PUBLIC SPEAKING

Reading 1, 2. This course is designed to improve the student's silent and oral reading, and to give him some knowledge of how the subject of reading should be taught. The class is given almost daily practice in oral reading, working upon but one phase of the subject at a time, such as naturalness, directness, imagery, emotion, pronunciation, or enunciation. While no attempt is made to study intensively methods of teaching reading attention is directed throughout the entire course to how certain selections may be used and studied.

Reading 3, 4. The work in this course is more advanced. In the first part of the course the class attempts to discover the standards by which oral reading may be judged. This is followed by the oral interpretation of literature in which these standards are applied and tested. Emphasis is laid upon the reading of poetry. In the latter part of the course, a study is made of the methods and devices used in teaching reading.

Reading 5, 6. Elective courses in public speaking are open to those who have completed one of the regular courses in reading. The purpose of the course is to give training and practice in speaking in public in a clear, direct, earnest, natural manner, known as conversational. In accomplishing this, these elements are considered: breathing, voice, pronunciation, articulation and enunciation, bearing and gesture. The student has practice in speaking before the class, followed by definite criticism by the teacher. The students begin with selections from speeches, of simple, unimpassioned character and proceed to selections which possess more feeling. When sufficient progress is made the students are expected to write three- or five-minute speeches on subjects easily within their knowledge and to deliver these first from memory, then from an outline but with speech not committed to memory, and finally with nothing but a careful thought preparation of the subject.

The work of the first term includes the delivery of declamations with considerable attention to the development of the breathing, voice, pronunciation, articulation and enunciation, gesture and bearing. It is prerequisite to the work of the second term which gives attention to the

preparation and delivery of speeches written by the students themselves. *Omitted 1915-1916.*

HISTORY

For Students in the Ninth, Tenth, and Eleventh Years

1. *The History of Greece to the Roman Conquest.* Required in the first term of the ninth year.

2. *The History of Rome and of Mediaeval Europe to 814 A. D.* Required in the second term of the ninth year.

3. *The History of England to 1603.* First term.

4. *The History of England from 1603 to the Present.* Second term.

5. *American History and Government to 1829.* First term.

6. *American History and Government from 1829 to the Present.* Second term. Courses 5 and 6 are required in the second year of the course for those preparing to teach in the country schools. They are open to all other students in the tenth and eleventh years.

For Juniors and Seniors

7. This is a required course in the junior year. In addition to the serious study of a selected period of history the methods of teaching will be discussed and illustrated.

8. *The Teaching of History*, one term. For those preparing to teach history in the elementary or secondary schools.

9. *The History of Western Europe, from the Fourth Century to 1715.* First term.

10. *The History of Western Europe, from 1715 to the Present.* Second term.

11. *The History of the United States from 1750 to 1829.* (*Omitted 1915-1916.*)

12. *The History of the United States, from 1829 to 1879.* (*Omitted 1915-1916.*)

The instruction in history aims to lay the foundation for a serious study of the subject. This implies (1) habits of accuracy in dealing with historical facts; (2) acquaintance with representative historical literature; (3)

some familiarity with the method and spirit of historical research; (4) some insight into the nature of historical truth. Entertainment, ideals of life and conduct, inspiration, are to be sought but not too exclusively. An attempt is made to develop a conception of history from the works of modern historians, and to show the relation of such a conception to history in the curriculum of the common school. This does not mean that purely educational considerations are to be ignored, or that the teacher's point of view is to be lost. But it is believed that materials for school history can be selected with due regard to a conviction that history has rights as well as pedagogy.

Current methods of teaching history in the grades and up through the secondary school are studied and illustrated, together with the special literature on the subject. A critical examination of historical textbooks is attempted and the characteristics of a good text noted. The various special aids and appliances useful to historical workers are exhibited.

ECONOMICS

For Juniors and Seniors

1. *The Economic History of the United States.* The natural resources, their extent, geographical distribution and relation to industrial life; the development of agriculture, industry, commerce, and transportation; the changes in methods of production and distribution and their relation to present economic problems. First term.

2. *The Principles of Economics.* Second term.

LATIN

Latin is elective throughout all courses. First year Latin may be taken in the ninth, tenth or eleventh year; Cæsar, in the tenth or in the eleventh year; Cicero and Virgil, in the eleventh and junior years; Latin 9, 10, 11, 12, in the junior and senior years.

1, 2. *First Year Latin.* A careful study of inflection, syntax, and translation.

3, 4. *Second Year Latin.* Four books of Cæsar with selections from the other books. Latin grammar and composition. Roman Antiquities.

5, 6. *Third Year Latin*. Six orations of Cicero with selections from his letters. Latin grammar and composition. The Latin element in English, figures of speech, the reckoning of time, the memorizing of selected passages, sight translation.

7, 8. *Fourth Year Latin*. Six books of Virgil's Aeneid, Greek and Roman mythology, poetical construction, figures, prosody, Virgil's debt to Homer, the memorizing of selected lines and passages, sight translation. Courses 5 and 6 alternate with courses 7 and 8. Cicero is offered in 1915-1916.

9. *Livy, Books I. and XXI*. First term.

10. *Horace, Odes*. Second term.

11. *Cicero, De Senectute and De Amicitia*. First term.

12. *Horace, Satires and Epistles*. Second term.

Courses 9 and 10 alternate with Courses 11 and 12, *but will not be offered this year*. Four years of Latin are prerequisite to Courses 9, 10, 11, 12.

GERMAN

German is elective throughout all courses. By electing it in the IX., X., or XI. year, one will be able to have three years of German before completing the five, four, or three-year course. The aim is to give the pupil such knowledge of the principles of German grammar and such practice in reading and translating as will enable him to understand and enjoy the masterpieces of German literature.

Effort will also be made to have him understand and use the spoken language.

1, 2. *First Year German*. The work of this year includes drill in the pronunciation of German sounds, a study of the grammar, with written and oral exercises, and the reading of easy stories. Bacon's Grammar and Im Vaterland are the basis for the work in this year.

3, 4. *Second Year German*. In the second year the work in grammar is continued and the class reads Im Vaterland, Höher als die Kirche, Immensee, and other stories of the same rank.

Free reproduction of the material read and memorizing

of German poems are required, and practice in sight reading is also given.

5, 6. *Third Year German.* The work of this year includes practice in composition and the reading and study of masterpieces as Wilhelm Tell, Maria Stuart, Minna von Barnhelm, etc. The study of each drama includes a study of the author, the structure and composition of the drama and its place in German literature.

MATHEMATICS

Arithmetic 1. The work of this course includes notation, numeration, the fundamental operations with integers and with common and decimal fractions, factors and multiples, the English and metric systems of measure, involution and evolution, and methods of teaching these topics. Required IX. c.

Arithmetic 2. The principal topics are ratio and proportion and their application to simple problems of geometry, mensuration, percentage and its applications, literal arithmetic, and methods of teaching these topics. Required IX. c. Courses 1 and 2 include methods in arithmetic.

Arithmetic 3. The subject-matter of this course is essentially that of Arithmetic 1 and 2, but the work is more advanced and assumes a knowledge of elementary algebra and geometry. Required in the B year of all students who have not had Arithmetic 1 and 2.

Methods in Arithmetic 4. An effort is made to have the students become familiar with the best literature of the subject and with recent tendencies in the teaching of mathematics, and to have them discover the rational basis for the organization of a course of study for arithmetic in the grades. Six weeks. Required in the B year of the country school teachers' course. *Omitted 1915-1916.*

The Teaching of Arithmetic 5. This course is a continuation of Arithmetic B. It is a preparatory course for those who wish to fit themselves especially for the teaching of arithmetic, and includes a study of both subject-matter and methods. Elective in all courses except the country school teachers' course. *Omitted 1915-1916.*

Algebra 1. The course covers algebraic notation, the fundamental operations, factoring, highest common fac-

tor, lowest common multiple, fractions, graphs, and simple equations in one and two unknowns. Both in this course and in Algebra 2 applications are made to simple problems in physics, mechanics, and geometry. Required IX. and XI. c.

Algebra 2. The topics studied are involution and evolution, simultaneous equations of the first and second degree, theory of exponents, radicals, complex numbers, and quadratic equations. Required IX. and XI. c.

Plane Geometry 1. Books I. and II. In all the courses in geometry, special attention is paid to the solution of original exercises. Required X. and XII. c.

Plane Geometry 2. Books III., IV., and V. Required X. and XII. c.

Solid Geometry. Books VI., VII., VIII. Prerequisites, Plane Geometry 1 and 2. Elective in all courses.

Advanced Algebra 3. The subject-matter includes the theory of quadratic equations, simultaneous equations of the second degree, ratio and proportion, arithmetical, geometrical and harmonical progressions and logarithms. A study is made of determinants and their application to sets of linear equations, the binomial theorem, and so much of the theory of equations as to include the elementary transformations, location of roots, Sturm's theorem, Horner's method of approximation, binomial equations, and the solution of the general cubic and biquadratic. Prerequisites, Algebra 1 and 2. Elective in all courses.

Plane Trigonometry. This course includes the definitions and properties of the trigonometrical functions, the deduction of important trigonometrical formulae, the use of tables of logarithms, the solution of plane triangles, and various practical applications. Elective in all courses.

Plane Analytical Geometry. This is an elementary course in plane analytical geometry, and deals in particular with the properties of the conic sections, including a discussion of the general equation of the second degree. Prerequisite, plane trigonometry. Elective in all courses.

Students who have completed algebra or geometry before entering, will substitute an elective unit for the required courses.

GEOGRAPHY

The object of the work in geography is to give the pupils a knowledge of the earth's surface as the home of man, to show how physical conditions of the earth's surface have influenced life conditions, such as the distribution of peoples and industries, and to show how man has been able to become master of natural conditions, such as aridity of climate.

An attempt is made to have the pupil learn to picture for himself as clearly as possible those parts of the world that he has not seen, and for this the department is well equipped with maps, globes, relief models, pictures, and lantern slides, as well as books and pamphlets. There is also a good collection of industrial materials for illustrating the commercial side of geography.

1. In this course a study is made of land forms and their development of atmosphere and climate and of the influence of these upon the distribution of people, their modes of living, industries, and institutions. Most of the applications will be made in the United States. The aim of the course is to give not only the elements of geography but training in clear thinking and some time will be given to methods of presentation of the subject. Text: Salisbury, Barrows, and Tower, *Modern Geography*.

2. *Geography of South America and North America*. Prerequisites Geography 1 or 3 or their equivalent. Elective in the two-year course, required in other courses. Second term.

3. *The Basis of Geography*. In this course the principles of physical geography are studied and through typical examples are shown to be an important determining element in the mode of living, industries and distribution of peoples. Required in the two-year course. Offered both terms. Text: Salisbury, Barrows, and Tower. Essentials of Geography.

4. *Geography of Europe*. Offered in alternate years beginning 1914. First term: Elective for seniors and for juniors not in the two-year course. Omitted 1915-1916.

5. *Commercial Geography*. Second term. Elective for juniors and seniors.

6. *Special Methods in Geography*. A six weeks'

course, required in the junior year for those who are completing the V. c. course. *Omitted 1915-1916.*

7. *Geology.* Elective for seniors and for juniors, except juniors in the two-year course. Alternates with Geography 4. First term.

PHYSICAL SCIENCES

Physics 1, 2. A year's work in physics is offered. While the subject is not required, students in the four and five-year courses are advised to elect it in the eleventh year. It may also be elected in the junior and senior years. Elementary algebra and plane geometry are prerequisites.

Two double periods a week are devoted to laboratory work. About forty problems, nearly all of which are quantitative in character, are worked out in the laboratory. Especial emphasis is given to accurate measurements of extension and mass, determinations of densities, verifications of the laws and principles of mechanics, and heat problems involving expansion and calorimetry. A few problems in sound and light and a number in electricity are introduced, but it is believed that the work in measurements, mechanics, and heat, is best adapted to a one-year course in the laboratory and of such fundamental value in the study of physics as to deserve especial attention and most of the time available.

The laboratory is well equipped with apparatus, most of which is in duplicate, so that a whole section of students can work on the same problem at the same time.

Three periods a week are given to recitations based upon the laboratory work and the text book, to the demonstration by the teacher with simple experiments of physical principles, and to the applications of these principles in numerous problems.

Though the value of formulæ as brief and concise statements of law is emphasized, students are required to give a logical analysis of each problem and no mere substitution of values in a formula is accepted. It is believed that such a process is mechanical and not conducive to mental activity or power.

Chemistry 1, 2. One year's work in general inorganic

chemistry is offered as an elective in either the junior or senior year. The work consists of two laboratory periods of double length and of two recitations each week throughout the year.

The greater part of the time is given to the study of non-metals because of their peculiar value in the development of chemical theory.

About two months is given to the study of the metals and some attention is given to the matter of solubilities of salts. It is intended that students completing the year's work shall have some skill in manipulation and be ready for the intelligent study of qualitative analysis and other branches of applied chemistry.

In the laboratory the preparation and properties of a number of common elements and compounds are studied, and a number of quantitative experiments, illustrative of chemical law, performed. The laboratory is well equipped.

Many problems in chemical arithmetic are introduced during the year.

General Science 1, 2. These courses are elective in the ninth, tenth and eleventh years. They are intended to furnish valuable information concerning things of common experience, to provide a mass of knowledge that will be useful in the later attack on the special sciences, and to arouse an interest in the sciences and a desire to pursue them further. Many experimental demonstrations of facts and principles are made before the class but there is no individual laboratory work.

Course 1 includes a study of the air, the composition and various forms of water, the seasons and weather, the manufacture of foods by plants, water supply and sewage disposal, and the action of bacteria in producing disease. One period daily for one-half year. Offered both terms.

In Course 2, the following general topics are considered: work and energy, simple machines, the nature of heat, composition and structure of soil, the action of water on the earth's surface, plant and animal life on the earth. One period daily for one-half year.

BIOLOGICAL SCIENCES

By means of these courses students are brought into contact with organic nature and obtain an insight into the structures, processes, and environmental relations of living beings. Biological study gives opportunity for accurate and complete observation, for correct interpretation of objects, and for the derivation of inferences, and generalizations. In addition to these methods of thought, the facts and observations are in themselves interesting and important. They aid in establishing a relationship between the student and his organic environment. They form the scientific basis for the understanding of agriculture, sanitation, hygiene, and other economic phases of biology.

Botany 1. This course presents an introduction to plant life. It deals mostly with the structures and physiological processes of the higher plants. In so far as is consistent with the scientific development of the subject, materials of economic interest are used. Elective in the two-year course, required in all others. Offered both terms.

Botany 2. This course takes up the classification of plants on an evolutionary basis. The life histories and the economic importance of the several major groups of plants are considered. Several weeks are devoted to the fungi and bacteria in relation to agriculture, hygiene, and sanitation. Elective in the two-year course, required in all others. Second term. Prerequisite, Botany 1.

Botany 3. Plant Ecology. The study of plants and plant organs in relation to the factors of the environment. Lectures, laboratory work and assigned readings. Prerequisites, Botany 1 and 2. Elective in all courses. First term. 1914-1915.

Botany 4. Plant Ecology. A study of the associations of plants in nature. Most of the time will be spent in a study of the plant associations of the vicinity. Some attention will be given to the methods of identification of plants, and the preparation of an ecological herbarium. Prerequisites, Botany 1, 2, 3. Elective in all courses. Second term. 1914-1915.

Botany 5. The General Principles of Evolution. Variation, heredity, environment, and selection will be the

topics discussed. Lectures and assigned readings, with some laboratory work. Prerequisites, Botany 1 and 2, and Zoology 1 and 2. Elective in all courses. First term. 1915-1916.

Botany 6. The Green Algae. The structure, classification, and life histories of the green algae, especially those of Illinois will be considered. Some attention will be given to the occurrence and periodic appearance of species in nature. Lectures, laboratory, and field work. Elective in all courses. Prerequisite, Botany 1 and 2. Second term, 1915-1916.

Elementary Zoology 1, 2. The main purpose of this course is to train pupils to make accurate observations on animal life and to draw proper conclusions from them. The branches of the animal kingdom with their principal classes will be considered, beginning with the simplest groups and going to the most complex ones. Each will be treated by a somewhat detailed study of a typical member of the group from the structural, physiological, and ecological standpoints; and the information so obtained will be used as a basis for a consideration of the group as a whole. Such a procedure should give pupils an acquaintance with animal life in general.

The more important animal habitats, the open field, the woodland, the pond, lake, or stream, and the abode of man, will each be studied noting the interrelations of the kinds of animals found there and giving especial attention to those most important to man from economic and educational standpoints.

The class will meet for three double periods a week throughout the school year. Laboratory, field, and recitation exercises will be conducted. The course is elective for students in the last three years.

Advanced Zoology 3, 4. This course is designed especially for pupils who wish to specialize in zoology or to teach the subject in schools of high school rank. The nature of the work will be determined to a considerable extent by the individual needs of the students electing it.

The course is open only to those who have completed the course in elementary zoology or one similar to it. Five sixty-minute periods will be given to the work each week.

Human Physiology. The tissues and organs of the body are studied in this course as to their structure, function, hygiene, along with its important life processes. Comparisons are made between the body of man and that of lower animals, thus relating the subject to zoology.

The work consists of recitations with some laboratory exercises during five periods a week. Students in the senior year and those of the second year in the course for country school teachers are required to take the course.

AGRICULTURE

In agriculture, Courses 1, 2, 3, and 4 are offered as electives in the tenth and eleventh years, Courses 1 and 2 alternating with Courses 3 and 4. Courses 1 and 2 will be offered in 1915-1916.

Courses 5, 6, 7, and 8 are offered as junior and senior electives, 5 and 6 alternating with 7 and 8.

Courses 5 and 6 will be offered in 1915-1916.

Course 9 is required in the second year of the two-year course for country school teachers and is offered in both terms.

1. (a) *Milk and Its Products.*
(b) *Poultry.*

This course includes a study of milk and its products; testing for fat; acidity; adulteration; bacteria. Scoring milk, butter, and cheese. Care of milk.

The second half of the course includes a study of the breeds of poultry; care of poultry and feeding for fattening and egg production. Importance of poultry raising. Caponizing. Lectures, recitations, and laboratory work.

2. *Elementary Soil and Plant Studies.* This course includes the study of plant growth and its relation to the soil. Elements required for growth. Limiting factors. Fertilizers.

3. *Elementary Stock Judging.* A study of the make-up of the economic animals, conformation and its relation to production, types and breeds. *Omitted 1915-1916.*

4. *Orcharding and Gardening.* A study of the prin-

ciples of fruit growing and vegetable gardening. Spraying and pruning, insect enemies and diseases of fruit trees and of vegetables, their habits and control. The spray calendar. *Omitted 1915-1916.*

5. *Farm Crops.* A study of economic cereal and forage crops. Seed identification; crop requirements; insect enemies of crops with special attention given to control. Diseases of crops. Special attention is given in this course to alfalfa culture. Lectures, recitations, and laboratory.

6. *Animal Feeding.* A study of the principles involved in feeding animals, digestion, absorption and assimilation. Balancing rations, the nutritive ratio, compounding rations. Best methods of feeding for profit in producing milk, pork, eggs, wool, and work.

7. *Soil Physics.* A study of formation and classification of soils, soil water, temperature, tilth, soil organisms, tillage. These factors are studied in their relation to plant growth. Lectures, recitations, and laboratory. *Omitted 1915-1916.*

8. *Elementary Soil Fertility.* A study of the principles of soil improvement: study of experimental data established by Illinois stations. Influence of various kinds of fertilizers. Commercial fertilizers. Limiting factors. Crop rotations and farming systems. *Omitted 1915-1916.*

9. X. c. *Extension and Education.* This course is designed to give the student a working knowledge of the elementary principles involved in agricultural development. Topics are studied in accordance with the outline for teaching agriculture in the rural schools as given in the State Course of Study. The place of the teacher in the community. Practical leadership and methods of promotion of best principles. Required in the second year of the two-year course for country school teachers. Offered both terms.

DRAWING

The courses in drawing and painting aim to familiarize the student with the fundamental art principles, in order that he may use them in his everyday life, in and out of the schoolroom; and at the same time to awaken in him a love and appreciation of the beauties of the out-of-door

world. Drawing then becomes a language for the expression of his ideas and emotions.

One year of drawing is required for graduation. This work is taken in the junior year, unless it has already been completed.

1, 2. First year work for students who take the two-year certificate course. The class meets twice a week for fifty minute periods. Some outside work is required. The course consists of the discussion and studio practice in drawing in outline and values from nature,—as flowers, trees, landscapes; color theory; principles of perspective as applied to the drawing of still-life objects,—as pottery forms, boxes, books, furniture, buildings; figure drawing; lettering; elements of composition and design and harmony of color as applied to surface patterns, borders, decorative panels, posters.

The mediums used are: water color, pencil, charcoal, crayon, brush and ink, chalk, blackboard and white and tinted paper.

3, 4. First year work for juniors who have not had Course 1, 2.

5, 6. *Elective Drawing* is an advanced course, having as its prerequisite the above course or its equivalent. The class meets four times a week for fifty minute periods. An hour a day of outside work is required. This course is for students who are especially interested in drawing and wish further work in that subject. The course consists in the study and application of color in decorative art. It includes the study of oriental colors, color harmonies, and advanced work in water color, charcoal, and design. Some outside reading is required.

7. *Clay Modeling*. This course includes the making of simple animal forms, figures, flowers in the round and in relief, from casts from models and from pictures; casting in plaster; hand built pottery, and a study of the place this phase of art work has in education. Elective for juniors and seniors.

INDUSTRIAL EDUCATION

1, 2. *Elementary Wood-working*. A course of training in the technical processes of wood-working, emphasizing skill in the use of hand tools. The use of wood-

working machinery is permitted when the student has demonstrated sufficient skill in the use of hand tools. Part of the class recitation will be used in the discussion of various allied subjects. Note book work will include the study of lumbering, wood-working machinery, hand tools, joinery, wood finishing, etc. Elective in the tenth and eleventh years.

3, 4. *Mechanical Drawing*. A thorough and practical course in elementary mechanical drawing. When students have finished required work they will advance to more difficult plates as their ability justifies. Elective in the ninth, tenth and eleventh years.

5, 6. *Cabinet Work*. Problems of furniture making, involving designing, construction, and finishing are included in this course. A study of the history and development of furniture making forms a part of the note book work required. Machine processes are taught. Time will be given to discuss various practical problems. Wood-turning, applicable to cabinet construction will be given a place. Elective for juniors and seniors.

7. *Industrial Arts*. Industrial work suitable for teachers and supervisors of the elementary schools. Metal, wood, reed, raffia and leather are used in making the problems required. The important processes of industry are used as subject matter and note book work of the course. The application of design will be given a place. Students specializing in industrial arts will be given an opportunity to do some practice teaching. Required in the second half of the senior year. Offered also in the first term for those who have completed physiology.

MUSIC

It is the aim of the instruction in music to cultivate the voice, to instill a taste for good music, and to give some facility in reading vocal music at sight. A view is taken of the educational value of the subject which recognizes the intellectual and moral, as well as the æsthetic possibilities of music. Something is done toward introducing the pupils to well known composers, classical and popular. Recitals are given at which both vocal and in-

strumental works are interpreted by the instructor. The following programmes have been given:

Beethoven
Liszt
Schubert
Schumann
Grieg and Chopin
German Folk Songs
Elliland by Alexander Von Fielitz
The Queen of the Sea by Hummel
Schiller's Lay of the Bell by Romberg.

During commencement week the children of the elementary school give an operetta under the direction of the teacher in music. "The Fairy Grotto" by G. M. Stratton, "Hans and Gretel" by Humperdinck and Bohm, "Cinderella" by E. Cuthbert Nunn, "Snow White and the Seven Dwarfs" by George F. Root, and "Princess Chrysanthemum" by C. King Proctor have been given.

1. *Elementary Sight Singing.* Study of major scales, intervals, staff degrees, rhythm, note values, pitch names, key signatures, chromatics and songs. First term.

2. *Advanced Sight Singing.* Three and four part songs, elementary harmony, tone, attack, transpositions, written dictation. Study of the child voice and methods of teaching music in the grades. Second term.

Both terms of music are required in the first year of the certificate course for country school teachers.

3. This course will be offered in two sections: one for those who have not had music, the other more advanced work for those who have had music. It is required of seniors in the second term but is offered also in the first term.

CONSERVATORY COURSE IN MUSIC

The school will offer this fall courses in piano and in voice culture. The work will be adapted to the individual needs of the students. The instructor will advise each pupil as to how many lessons and what kind of lessons ought to be taken. In the beginning classes in piano, from two to four pupils will be admitted to one hour lessons in each class, while only two pupils will receive in-

struction at the same time in the more advanced piano classes.

Piano 1. Elementary Class. Hand culture, touch, music, notation, rhythm, ear training. Diabelli, Studies, Opus 125; Gurlitt, Studies, Opus 82; Playdy, Technical Exercises; Loeschhorn, Studies, Opus 65 and Opus 84; Kunz, Canons; Clementi, Vorstufe; sonatinas and easy pieces.

Piano 2. Elementary Class. Scales and arpeggios. Heller, Studies, Opus 47 and Opus 46; Czerny, Germer, Volume I; Krause, Trill Studies; Clementi, Vorstufe; Duvernay, Opus 176 and Opus 120; Bach, Kleine Praeludien; Bach, Invention (two parts); Beethoven, Sonata Opus 49, No. 1; pieces by Clementi, Kuhlman, Reinecke and others.

Piano 3. Middle Class. Bertini, fifty selected studies; Bach, Invention (three parts); Henselt, Preparatory Studies; Gormo, Pedal Studies, Part I. and Part II.; Heller, Studies, Opus 45; Jensen, Wanderbilder; Mendelssohn, Songs Without Words; Czerny, Forty Daily Studies; sonatas and solo pieces by Mozart, Haydn, Beethoven, and modern composers.

Piano 4. Middle Class. Cramer, Etudes; Bach, Well-tempered Clavichord; Bach, Praeludien; Field, Nocturnes; Clementi, Gradus ad Parnassum; Mozart, Concertos; compositions by Schubert, Mendelssohn, Schumann, Weber, Beethoven, Raff, Moskowski, Chopin's Nocturnos and Waltzes.

Piano 5. Upper Class. Gradus ad Parnassum; Czerny, Finger Dexterity; Chopin, Etudes, Opus 10 and Opus 25; sonatas by Weber and Beethoven; ensemble pieces by Mendelssohn, Schumann, Schubert and Beethoven.

Piano 6. Upper Class. Czerny, Schule der Virtuosen; Weber's Konzertstücke; Schumann, Kreisleriana; Scarlatti, Sonatas; Chopin, Etudes and Compositions; Schumann, Fantasie Stücke; compositions by Moskowski, Henselt, Rubinstein, Saint-Saëns, Liszt, Tchaikowsky.

In voice culture, special stress is laid on correct breathing, correct placing of the singing and speaking voice, distinct enunciation, and artistic interpretation, develop-

ment and control of the emotional faculties, physical and mental development, tone quality and registers.

Voice Culture 1. Exercises by Lilli Lehman; Viardot I.; Solfegios by Concone, Opus 30; easy songs by modern composers.

Voice Culture 2. Concone, fifty lessons; Viardot I. and II.; Panofka, twenty-four Solfegios; songs by Schubert, Schumann, Mendelssohn, Rubinstein.

Voice Culture 3. Twenty-five Solfegios by Concone; thirty-six exercises by April; eighty-six exercises by Panofka; songs and duets by Schubert, Schumann, Grieg, Reinecke, Hildach, Mendelssohn, Gounod.

Voice Culture 4. Lamperte Study di Bravura, No. I. and II.; Lüttgen, Studies for Velocity; Bordogni and Rhigini; songs in French, German, Italian and English.

Voice Culture 5, 6. Lamperte, Studies No. III.; arias, duets, trios and quartettes from operas and oratorios.

HOME ECONOMICS

The work of the home economics department is elective for juniors and seniors and for students in the eleventh year.

Domestic Science

Domestic Science 1, 2. This course will include selection and preparation of staple foods, a study of food principles and theory of nutrition. Lectures, recitation, and laboratory practice.

Domestic Science 3, 4. A further study of foods, advanced cookery of an experimental nature, planning of meals and table service, and some attention given to planning of courses of study.

This course will also include a series of lessons in dietetics, laundering, and household management. Open to students who have completed domestic science 1, 2.

Domestic Art

Domestic Art 1, 2. Hand and machine sewing; study of stitches used and their application to garments; care and use of machines; drafting patterns; and making of undergarments, shirt-waists, and dresses. Throughout

this course a study is made of textiles and weaves with reference to manufacture, use, and durability.

Domestic Art 3, 4. Dressmaking, millinery, and costume design. Open to students who have completed Domestic Art 1, 2.

Dressmaking includes planning and making of dresses of wash, woollen, and silk materials; the making of fitted linings, and the use of these on dress forms for fitting and draping dresses.

Millinery includes the making, covering, and trimming of buckram frames; the making and covering of wire frames; blocking of hats of buckram; and making of flowers and other trimmings.

Costume Design. One double period once a week. The course in costume design will be taken up from a constructive standpoint. It will include a study of the relation and influence of materials upon the design of the costume; a study of harmonious color and line combinations in relation to gowns and to the individual.

Students provide their own material subject to the approval of the instructor.

PHYSICAL EDUCATION FOR WOMEN

The department of physical education provides instruction and means for the improvement and preservation of health and the harmonious development of the body.

It is the purpose of the department to make a careful physical examination of every student at the beginning of each fall term, at the close of the school year, and at such intervals as seem necessary. In accordance with this examination, personal advice and suggestions regarding habits of life, recreation, study, and exercise best suited to individual development are given by the special teacher in charge.

Violent exercise is discouraged, but students are required to take rational exercise for the proper development of the body and for correcting improper postures in standing, sitting, and walking.

Every student in school, unless excused for special reasons by a physician or by the physical director, is required to take the work of this department for the first

two years of her course. For the second year's work a choice is given between Course 3, 4 and Course 5, 6. Course 5, 6 is also open as an elective to students, who have completed the two required years of gymnastic work and a half unit of credit is given to them. A half unit of credit is given in Course 10.

Each pupil is required to have a gymnasium suit obtained at the school, in order that suits may be uniform in color and pattern. The cost including shoes is about five and a half dollars.

The work in the Elementary School provides instruction in gymnastics in the schoolroom and gymnasium by the physical instructor twice a week, the critic teachers conducting lessons in the schoolroom other days during the week, time depending on the grade.

In the lower grades formal gymnastic work is used but little, muscular activity being gained through educational play. In the grammar grades the work is more formal, Swedish free exercises being used in combination with games and folk dancing. In the fall and spring the work is conducted out of doors.

Physical examinations and corrective gymnastic work are given in the Elementary School by special arrangement.

1, 2. *Athletic Sports*. Free developing exercises, Swedish gymnastics, elementary apparatus work, elementary balance steps, gymnastic games, folk dancing, lectures in hygiene, in which careful consideration is made of the various conditions of life, such as air, diet, sleep, exercise, bathing. Required of all first year students.

3, 4. *Athletic Sports*. Free developing exercises, advanced gymnastics, advanced apparatus work, gymnastic games, balance steps, folk dancing. Required of all second year students who do not elect Course 5, 6.

5, 6. *Theory of Gymnastics and Practice Teaching*. The purpose of this course is (1) to make clear the objects of definite gymnastics; (2) to study the selection and progression of exercises; (3) to give instruction in preparing and teaching gymnastic exercises and games. Practice teaching is done with sections of the class.

7, 8. *Corrective Gymnastics*. Corrective gymnastics

is given as a substitute for the regular gymnastic work for those who are physically weak or who are faulty in posture. The various forms of exercise, both active and passive, with massage, are determined by the nature of the special case.

9. *Folk and Esthetic Dancing.* Elective course open to juniors and seniors. One hour a week for a half year. Offered both terms.

10. *Personal and School Hygiene.* This course considers the care and preservation of a healthy body, physical conditions of schoolroom and building, value of exercise, diseases affecting the school, accidents and emergencies, abnormalities of school children, teacher's duty in these cases. Elective for juniors and seniors. Offered both terms.

PHYSICAL EDUCATION FOR MEN

I. Regular exercises in the gymnasium. Free developing exercises, marching, apparatus work, and games.

II. Regular exercises in the gymnasium. Advanced work on the horse and parallel bars, advanced steps, and games.

III. Regular exercises in the gymnasium. Advanced work and practice in teaching.

During the spring term the work will be out of doors and will include games and track work.

During the year lectures will be given on hygiene and kinesiology.

THE LIBRARY AND READING ROOM

The library occupies two rooms in the southwest corner of the first floor of the building. It now contains over 18,500 books and pamphlets.

The reference books, bound periodicals, and reserve books are shelved in the reading room. Here are also found the current numbers of over one hundred periodicals, including, in addition to those of general interest, many devoted to special subjects. The books for general circulation are kept in the stack room, to which all students of the Normal School and pupils of the seventh

and eighth grades are admitted. For grades lower than the seventh schoolroom libraries are provided. The library has a dictionary card catalogue and the books are classified according to the Dewey decimal system. There is a large collection of classified pictures for use in all departments. Two trained librarians are in charge, giving necessary aid and instruction to students in the use of books.

The Use of the Library

The aim of this course is to teach the students to use the library with some degree of skill. Certain courses offered require considerable work in the library, including reading, hunting up references, and looking up assigned topics. To do this work with the wisest expenditure of time and effort, students should know how to use the card catalogue, magazine indexes, and some common reference books. Several lessons, which are required of all students, are given at the beginning of each term throughout the different years of the course. An attempt is made to have these lessons prepare for the library work likely to be required for the term. In the senior year a brief course in literature for children is given with required reading of books for children in the different grades.

Periodicals

American Geographical Society—Bulletin
American Historical Review
American Library Association—Book List
American Library Association—Bulletin
American Magazine
American Mathematical Monthly
American Naturalist
American Political Science Review
American School Board Journal
Atlantic Monthly
Biological Bulletin
Bird Lore
Book Review Digest
Botanical Gazette
Botanisches Centralblatt
Bulletin of Bibliography

Catholic World
Century Magazine
Chicago—Department of Health—Bulletin
Classical Journal
Classical Philology
Classical Weekly
Collier's
Cornell University—Rural School Leaflet
Country Gentleman
Country Life in America
Countryside Magazine and Suburban Life
Craftsman
Cumulative Book Index
Dial
Drama
Education
Educational Review
Educator-Journal
Elementary School Journal
English Historical Review
English Journal
Etude
Forestry Quarterly
Garden Magazine
Good Housekeeping
Government Publications
Harper's Monthly Magazine
Harper's Weekly
History Teacher's Magazine
Illinois Association of Teachers of English—Bulletin
Illinois State Historical Library—Journal.
Independent
Information
International Studio
Journal of Agricultural Research
Journal of American History
Journal of Animal Behavior
Journal of Economic Entomology
Journal of Education (*London*)
Journal of Education (*New England*)
Journal of Educational Psychology
Journal of Geography
Journal of Home Economics

Journal of Philosophy, Psychology, and Scientific
Methods
Journal of Political Economy
Ladies' Home Journal
Library Journal
Literary Digest
Little Folks
Manual Training Magazine
Mathematics Teacher
Mentor
Mind and Body
Modern Philology
Nation (*New York*)
National Education Association—Bulletin
National Geographical Magazine
Nature Study Review
New Music Review
New York Public Library—Bulletin
North American Review
Outing
Outlook
Pan-American Union—Bulletin
Physical Review
Plant World
Popular Science Monthly
Public Libraries
Reader's Guide to Periodical Literature
Reader's Guide to Periodical Literature—Supplement
Review of Reviews
St. Nicholas
Saturday Evening Post
School and Home Education
School Arts Magazine
School Bulletin
School Century
School News
School Review
School Science and Mathematics
Science
Scientific American
Scientific American—Supplement
Scribner's Magazine
Survey

Teachers College Record
Tennessee—State Geological Survey — Resources of
Tennessee
U. S. Experiment Stations—Experiment Station Record
U. S. Library of Congress—List of State Publications
U. S. Superintendent of Documents—Monthly Catalogue
U. S. Weather Bureau—Monthly Weather Review
Western Teacher
Wisconsin Library Commission—Bulletin
World's Work
Youth's Companion

Newspapers

Charleston Daily Courier
Charleston Tribune
Chicago Herald, Daily
Chicago Tribune, Daily
Christian Science Monitor
Mattoon Commercial Star
New York Times, Daily and Sunday
St. Louis Republic, Daily

STUDENTS

GRADUATE STUDENTS

Gerkin, Margaretē Elenora Greenville

SATURDAY STUDENTS

Keith, Elden Franklin West York

SENIOR CLASS

Anderson, Florence Lorraine...New Harmony, Indiana
 Anderson, Julian Piper..... Charleston
 Balch, Nellie Allison Lerna
 Bidle, Jessie Charleston
 Bridges, Ethel Faye Marie Litchfield
 Bryant, Gladys Leone Troy
 Cline, Herschel Herman Charleston
 Cook, Gordon August Charleston
 Cooke, Bessie May Mattoon
 Cooper, Herman Lloyd Martinsville
 Corzine, Bernice Martha Charleston
 Cressler, Martha Marie Decatur
 Davis, Mabel Ernestine Charleston
 Davis, Mary Charlotte Hume
 Doty, Flossie Irma Charleston
 Durbin, Niza May Charleston
 Duvall, Judith Lerna
 Dwyer, Mary Agnes Charleston
 Evinger, Agnes Gertude Litchfield
 Fortner, Bertha Cora Windsor
 George, Clara Edna Tuscola
 Gilbert, Pearl Charleston
 Glosser, Stanley Ivan Charleston
 Golladay, Grace Marie Ashmore
 Hampton, Maurice Charleston
 Hanks, Jessie Mable Danville
 Heidler, Martha Springfield
 Holsapple, Coen Edward Toledo
 Huddleston, Blanche Johns Charleston
 Hudson, Katharine Charleston
 Ireland, Lillian Margaretta Vandalia
 Kelly, Katherine Frances Danville

Kibler, David Franklin	Montrose
Linder, Mary Sefton	Charleston
Linder, Ruth	Alton
Martin, Kate Valentine	Mattoon
Martyn, Irna Lorraine	Charleston
May, Eda Marie	Charleston
McCarty, Inez Azetta	Robinson
McLaughlin, Mary Cecelia	Paris
McNutt, Elizabeth Foulkrod	Springfield
Money, Shirley	Newton
Naumer, Louise Calanthe	Altamont
Newlin, Mary	Robinson
Parker, Jessie Margaret.....	Mattoon
Peters, Mary Loretta	Paris
Poulter, May Iva.....	Charleston
Reed, Sophia Pearl	Garrett
Ricketts, Dorothy Maude.....	Charleston
Rittenhouse, Walter	Charleston
Rush, Alice Gertrude	Watseka
Sexson, Nellie Edith	Charleston
Shroyer, David Mirven.....	Urbana
Spencer, Nora Virginia.....	Homer
Taubeneck, Earl Robert	Marshall
Tiffany, Lewis Hanford	Lawrenceville
Traylor, Ross Jennings.....	Coffeen
Walz, Maude Marie.....	Danville
Ward, Amy Lillian.....	Butler
Wilson, Sumner Garland	Charleston
Winston, Janet Greig.....	Springfield
Wood, Lorin Alfred.....	Waggoner

JUNIOR CLASS

Adams, Hugh Moore	Charleston
Allen, Charlotte	Donnellson
Ameter, Carrie Launer	Charleston
Anderson, Earl William	Charleston
Ashbrook, Anna Lois	Charleston
Bails, Ernest Roscoe	Charleston
Behl, Veronica Marie Carolina	Assumption
Bell, Laverne	Hume
Bensley, Opal Edna	Charleston
Bess, Mildred	Rosamond
Birch, Mabel Claire	Casey
Black, Elsa Frances	Charleston

Blankenbaker, Zeta Fisher	Charleston
Bolcum, Gertrude Ethyl	Wasco
Bolcum, Myrtle Jane	Wasco
Briggs, Mary Anderson	Charleston
Brokaw, Mary Ruth	Charleston
Brown, Eos Olaf	Paris
Brown, Ethel Elizabeth	Mattoon
Bunn, William Benton	Olney
Burch, Kate Pearle	Ashmore
Bussard, Esther Elizabeth	Toledo
Buzzard, Gail	Beecher City
Cassady, Minnie Ellen	Paris
Clark, Helen Beatrice	Rardin
Climmer, Clara Pearl	Palestine
Coley, Beulah Marie	Oakland
Coley, Norma Lucile	Oakland
Conrad, Rhoda Mlle	Charleston
Couchman, Alice Irene	Sumner
Craft, Myrtle Lou	Charleston
Craig, Nellie Elizabeth	Hindsboro
Crowe, Stanley Maxwell	Charleston
Dare, Bernace Marie	Chesterville
Davis, Paul Albert	Hume
Davis, Ruth Gossett	Charleston
Dawson, Inez Olive	Cooks Mills
Drake, Jesse Jameson	Westfield
Driscoll, James	Charleston
Durbin, Elba Anderson	Charleston
Ehrhart, Nellie Florence	Arcola
Endsley, Fred Starr	Charleston
Eversole, Selma Anna	Hindsboro
Fauble, Cecile Elizabeth	Paris
Fitch, Ralph Dean	Charleston
Fitch, Thelma Grace	Charleston
Foy, Edith Elizabeth	Charleston
Frantz, Gertie Mae	Oakland
Freeman, Emma Irene	Charleston
Funkhouser, Syble Jane	Mattoon
Fye, Paul Matthews	Mattoon
Gard, Elizabeth	West Union
Garvin, Mary Ann	Paris
Goble, Ivan Bean	Charleston
Goodman, Alberta Marie	Decatur
Gorman, Catharine Elizabeth	Alton

Graham, Bess Lenora	Hillsboro
Graham, Frank Shipley	Hindsboro
Greenfield, Fannie Gretina	Emden
Griggs, Georgia Gladys	Robinson
Haddock, Muriel May Genevieve	Charleston
Hargis, Elbert Thomas	Kansas
Harris, John Edgar	Coffeen
Hartmann, Marie Margaret	Decatur
Hawkins, John Henry	Charleston
Haworth, Dot	Danville
Hays, Verla Gladys	Charleston
Howard, Lola Ellen	Arcola
Hutchason, Nelle Christine	Charleston
Jenney, May Emily	Decatur
Johnston, Sara	Charleston
Jones, Elizabeth Lorraine	Charleston
Keeran, Marie	Toledo
Kenny, Corinne Gertrude	Charleston
Kerr, Rhoda Elizabeth	Charleston
Kibler, Vere Claudia	Newton
Knight, Edith Pearl	Newman
Knowles, June Amanda	Edwardsville
Kruse, Herbert Claus	Garrett
Lashbrook, Violet Eva	Charleston
Leach, Edgar Shelby	Mt. Carmel
Leigh, Frances Paris	Jerseyville
Lindley, Edith Ressa	West Union
Lozier, Jessie Kathleen	Arcola
Lumsden, Helen Jeannette	Bethany
Lutz, Lois Pearl	Charleston
Martin, Alice Evelyn	Arthur
Mason, Lena Marie	Charleston
McDonald, Coe Delos	Golden Gate
McNeal, Ruth	Hoopeston
McNeill, Gladys Champion	Mahomet
Meehan, Mary Angela	Alton
Newlin, Olive Blanche	Charleston
Orr, Gertrude	Sidell
Pearcy, Ruby Dean	Epworth
Peters, Ruth Jane	Paris
Phillips, Andrew Sheldon	Sullivan
Powell, Grace Louise	Mattoon
Reeds, Rose Edna	Hindsboro
Renshaw, Anna Selushia	Carmi

Richey, Dessie Gladys	Palestine
Ring, Eli Franklin	Noble
Robertson, Bess Hope	Edwardsville
Robinson, Nelle Brown	Hillsboro
Root, Paul Vernon	Charleston
Roper, Margaret	Champaign
Russell, Pearl	Toledo
Schrandt, Carl Luther	Irving
Senteney, Shelby Hostetler	Wheeling
Sharp, Serena Elizabeth	Casey
Shea, Frances Katherine	Mattoon
Sherman, Mora Alice	Sandoval
Shortess, Pauline	Charleston
Shuey, Vera Ann	Charleston
Smith, Lulu Inez	Charleston
Sprout, Glenna Juanita	Charleston
Stewart, Nora Rachel	Charleston
Stitt, Elizabeth Catherine	Toledo
Stitt, Leora	Toledo
Stone, Ruth Evelyn	Charleston
Struif, Margaret Mary	Alton
Sutton, Nora	Oakland
Tarble, Van Austin	Martinsville
Timm, Anna Margaret	Arthur
Todd, Leah Tina	Charleston
VanVleet, John Luther	Atwood
Vinson, Lenore Marie	Muncie
Wade, Exia M.	Paris
Welch, Fern	Mattoon
Wiley, Opal Theresa	Charleston
Willcockson, Mary	Pana
Zehner, Ralph Lackey	Lawrenceville

ELEVENTH YEAR CLASS

Anderson, Russell Howard	Jewett
Bell, Mary Elizabeth	Seymour
Bigler, Walter Glen	Sigel
Brown, Helen Alice	Charleston
Brown, Maude Margaretta	Charleston
Caldwell, Eva Loida	Etna
Carrell, Ellwood Alfred	Toledo
Chiddix, John Cecil	Palestine
Cox, Eva	Charleston

Gaiser, Elsie Lorene	Charleston
Doty, Esther Woodson	Charleston
Goble, Ethel Alzenia	Westfield
Graham, Ruby	Etna
Greeson, Ralph Waldo	Toledo
Harris, Frank Charles	Coffeen
Hilsabeck, Hugh Rudolph	Windsor
Houser, William Edwin	Olney
Huber, Iva Clara	Charleston
Hutton, Eugene Harold	Charleston
Jenkins, Minnie Irene	Charleston
Leeds, Vernor	Mt. Carmel
Leslie, Estella Annabelle	West Salem
McCrary, Margaret	Charleston
McGahey, Margaret	Rardin
McKenzie, Ethel Marie	Charleston
McKenzie, Mabel Beatrice	Charleston
McLain, Zela Pearle	Ashmore
Peebles, Vera Maxine	Coffeen
Prather, Lillie	Charleston
Price, Imogene Muriel	Oconee
Reed, Oma Ruth	Charleston
Robinson, Clara Louise	Charleston
Ruddick, Kathryn Almeda	Sandoval
Russell, Mabelle Marie	Toledo
Ryder, Bernice	Charleston
Schahrer, Anna Magdalene	Charleston
Schahrer, Martin Otto	Charleston
Seaman, Charles Ross	Toledo
Snowden, Laura	Mattoon
Todd, Fern Esther	Charleston
Ward, Cleo Frances	Toledo
Watson, Verna Lu	Charleston
Winkles, Lela	St. Francisville
Wiseheart, Mary Harriett	Shawneetown

TENTH YEAR CLASS

Arbuckle, Cecil Mae	Paris
Babbs, Vera Avas	Janesville
Baker, Earl Frazier	Bushton
Baker, Leonard Glenn	Charleston
Beeson, Annalola	Litchfield
Boyd, Bessie Cleo	Eaton

Boyer, Ernest Zimmerman	Ashmore
Brown, Henrietta	Charleston
Bryant, Mabel Alice	Charleston
Buckner, Dorothy Oral	Martinsville
Burton, Effa Ellen	Louisville
Byers, Josephine	Charleston
Carothers, Anna Florence	Charleston
Carrell, Olga May	Charleston
Cone, William Wheatly	Charleston
Conrad, Emma Dorothy Christina	Charleston
Cook, Leslie Clarke	Charleston
Craft, Estella	Charleston
Craven, Mary Hazel	Oakland
Crowe, Mary	Charleston
Daech, Hazel Margaret	Panama
Dickson, Lois Faye	Dudley
Douglas, Mary Ellen	Mt. Carmel
Driscoll, Mary Elizabeth	Charleston
Ewald, Ralph Waldo	Mt. Carmel
Foreman, Harriette Lucile.....	Charleston
Friedly, Edna Allane.....	Olney
Giffin, Russell Lowell.....	Charleston
Gillespie, Ruth Elizabeth.....	Humboldt
Gilman, Nettie Florence.....	Mattoon
Gordon, Eugene Cassius.....	Charleston
Gray, Lucy	Lerna
Gray, Mildred	Lerna
Groniger, Harlan Jerome	Mattoon
Haddock, Lilian Ruth.....	Charleston
Hall, Paul Stephen.....	Charleston
Hampton, Roscoe Charles.....	Charleston
Handley, Josephine Elsie.....	Humboldt
Hawley, Thirza Ellen.....	Findlay
Heddins, Sadie Marie.....	Charleston
High, Lennie Leroy.....	Bement
Hildreth, Helen Marygold.....	Mattoon
Hill, Martha Edith.....	Arcola
Hines, Isabelle Frances.....	Newton
Hirtreiter, Gertrude Caroline.....	Mattoon
Jenkins, Lawrence Estol.....	Sullivan
Kerr, Margaret Alice.....	Charleston
King, Irene Edith.....	Greenup
King, Ruth	Charleston
Linder, Nellie Russell.....	Alton

7:30—8:15	3:10	3:10—4:00	4:00—4:50	4:50—5:40
Trigonometry—2, 3, 4, 5	II. F 3, 4, 5 5, 2, 3, 4, 5 Obse 2, 3, 4, 5 Dom 6 2, 3, 4, 5	II. Arithmetic 3—2, 3, 4, 5 I. History 7—2, 3, 4, 5		
Domestic Art 3—2, 4	I. A 2, 3, 4, 5 4, 3—2, 3, 4, 5 III. F 4, 3—2, 3, 4, 5 II. F 6 ic Science 1 ic Science 1	Domestic Science 3—2, 3, 5	Domestic Science 3—3, 5	
Reading 3—2, 3, 5	I. D 5 II. F			
I. Reading 3—4, 6	1—2, 4, 6 1—2, 3, 5 1 a 1 Phys 1 Zool 1—3, 5 I. G II. C II. A I. A I. C I. C Mar (B Agri at II. II. I. F II.	III. Botany 1—2		
Physics 1—3, 5 Zoology 1—2, 3, 5				
I. Botany 1—2, 4, 6	Education 2, 4 Education 9 5	II. Physical Education 1 at 3:25—3, 5	Physical Education 3 at 4:15—2, 4	Physical Education for young men I—2, 4 II—3, 5 III. To be arranged.

OUTLINE OF COURSES OF STUDY

	I. The One-Year Course	II. The Two-Year Course	III. The Three-Year Course	IV. The Four-Year Course	V. A Five-Year Course	V. c. Another Five-Year Course	An Adjustment Course (Retained for two years)	Electives IX., X., XI.	Electives A, B
	For College Graduates	For Graduates of Four Year High Schools	For Graduates of Three-Year High Schools or Holders of First Grade Certificates.	For those who have completed two years of High School Work or who hold Second Grade Certificates.	For Graduates of the Eighth Grade.	For Graduates of the Eighth Grade who wish to prepare to teach a country school. The first two years of this course give principally the subjects required for a second grade certificate.	For students who have already begun the former Four-Year Course.	Latin 3 1/2 German 3 History 2 Science 3 Physics 1 Botany 1 Mathematics 1 Domestic Science 2 Manual Training 2 Agriculture 2	Latin 2 German 2 History 2 English Literature 2 Mathematics 2 Economics 1 Physics 1 Zoology 2 Botany 2 Chemistry 1 Geography 1 1/2 Geology 1/2 Reading 1 Drawing 1 Domestic Science 2 Manual Training 2 Agriculture 2 Practical Teaching 1 The Teaching of English 1/2 Arithmetic 1/2 Geography 1/2 History 1/2
Number of units* required for graduation	5	10	14	18	22	22	18		
Class IX.				There must be no duplicating of work offered for entrance	English 1, 2 Algebra 1, 2 History 1, 2 Elective Physical Education 1 (2)	C English 1, 2 Arithmetic 1, 2 Botany 1 Physiology and Hygiene 1 Reading (3), Music (2), Drawing (2), 1, 2 Observation (2), 1, 2 Elective Allowed Physical Education I. (2)			
X.				English 1, 2† Algebra 1, 2 Botany 1, 2 Elective Physical Education I, (2)	English 3, 4 Geometry 1, 2 Botany 1, 2 Elective Physical Education II. (2)	C English 3, 4 Algebra 1 Element, Agric. 1 Geography 1, 2 History and Civics 1, 2 Observation (2), 3, 4 Elective Allowed Physical Education II. (2)			
XI.			Complete four units without duplicating of work, but including required work of IX., X., XI. not done before entering this school. Physical Education I. (2)	English 3, 4 Geometry 1, 2 Geography 1, 2 Elective Physical Education II. (2)	English 5, 6 Geography 1, 2 Physics or Elective Elective Physical Education III. (2)	C Algebra 2 Geometry 1, 2 History 1 or 2 Elective Elective Physical Education III. (2)	C Algebra, Geometry English 3, 4 Elective Elective Physical Education II. (2)		
B Junior	Complete five units taken from work offered for A and B Classes.	Psychology 1, 2 Arithmetic B; History B Geography B; Grammar B Reading (3), Drawing (2) B, 1, 2 Elective Physical Education I, II. or III. (2)			Psychology 1, 2 Arith. B; History B Read. (3), Draw. (2) B, 1, 2 Elective Elective	Psychology 1, 2 Special Method 1, 2 English 5, 6 Physics 1, 2 or Elective Elective	4 B Psychology 1, 2 Special Method 1, 2 Physics 1, 2 or Elective Elective Elective		
A Senior		Education 1, 2 Physiology A; Manual Training (3), Music (2), A Teaching (5), 1, 2 Elective Elective Physical Education II. or III. (2)				Education 1, 2 Teaching 1, 2 Elective Elective Elective	4 A Education 1, 2 Teaching 1, 2 Physiology A; Manual Training A (or elective unit) Elective Elective		

* A unit is a year's work in a subject reciting not less than four times a week.

† Numbers after subjects in the columns under courses indicate the number of the course as described in the catalogue. Numbers in parenthesis indicate the number of recitations per week.

‡ In the IX., X., XI. years, each unit subject comes five times a week; in the A and B years, four times a week; laboratory sciences require six periods a week.

§ Numbers after subjects in the columns of electives indicate the number of units or years of work offered.

The school year consists of two terms of 19 weeks each.

Physical education, two periods a week, is required in the first two years of each course. Course III. is elective.

Mahaney, Nellie Susan.....	Winterrowd
McGill, Margaret Marie.....	Paris
McKee, Luther Ray.....	Charleston
McKenzie, Hubert Sherman.....	Charleston
Metheny, Cora Merle.....	Yale
Miller, Josie Claribel.....	Loogootee
Mitchell, Ethel Grace.....	Shobonier
Moore, Blanche Rebekah.....	Humboldt
Moore, Lora Alma.....	Humboldt
Morgan, William David.....	Rardin
Myers, Lona Alice.....	Olney
Nation, Alva Wesley.....	Charleston
Neal, Roe A.....	Greenup
Nickell, Warren Tinsley	Charleston
Norris, Erneal Ray	Charleston
Norton, Francis Berne	Flat Rock
O'Hair, Gertrude Craig	Bushton
O'Rourke, Margaret Gertrude	Marshall
Perisho, Nellie Ann	Dudley
Peters, Kit Irene	Windsor
Phillips, Josephine Pauline	Sullivan
Prather, Charles Lee	Charleston
Prather, Eva	Charleston
Rennels, Vivian Marie	Charleston
Rhoads, Lucile	Dieterich
Richey, Vernon Guy	Flat Rock
Rife, John Winnie	Chauncey
Ritter, Lyman	Mt. Carmel
Sibert, Jessie Frances	Charleston
Sinsabaugh, Georgie	Charleston
Smalley, Rutha T.	Mt. Carmel
Snowden, Esther	Mattoon
Spitzer, Marietta	Warrensburg
Stanberry, Malora Mae	Charleston
Turner, Stephen Gilpin	Charleston
Warner, Elmer Errett	Vincennes, Indiana
Watkins, Lizzie May	Isabel
Wattles, Jenness	Bible Grove
Whitesel, Ritta	Charleston
Winkleblack, Muriel	Bushton
Winship, Mabel Leona	Charleston

NINTH YEAR CLASS

Adair, Charles Town	Charleston
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Adams, Ralph, Roy	Charleston
Alexander, Elijah	Fillmore
Alexander, Lola Hazel	Fillmore
Allen, Charles Moore	Charleston
Allison, Helen Mary	Charleston
Armstrong, Elba Milo	Loxa
Ashby, Orla Homer	Charleston
Bails, Clifford Adair	Charleston
Baker, Dora Lucy	Windsor
Baker, William Kinney	Windsor
Balch, John Robert	Lerna
Bell, James Carroll	Seymour
Bennett, Anna Ethel	Charleston
Blackford, Robert Rea	Charleston
Braithwaite, Gussie Mae	Sadorus
Brown, Daphne A.	Ashmore
Brown, Frank Robert	Charleston
Buella, Hazel Ferne Violet	Ashmore
Busby, Freda Marie	Reno
Cannoy, Bessie Marie	Hindsboro
Capen, William Lincoln	Mattoon
Carman, Gage Griffin	Charleston
Chapman, Arthur Glen	Martinsville
Chisler, Kittie Everal	Ashmore
Clark, Asa Rex	Yale
Clark, Martha Elizabeth	Robinson
Clawson, Eva Fay	Windsor
Clawson, Grace Geneva	Windsor
Clinard, Everett	Ashmore
Coffey, Florence Etna	Newman
Collins, Minnie Ethel	Yale
Comer, Simon Roy	Casey
Cone, Mary Elizabeth	Charleston
Connell, Mary Olive	Lerna
Connelly, Merle Valentine	Westfield
Cook, Raymond Mack	Charleston
Cougill, Glenn Myron	Greenup
Cox, Mary	Charleston
Craig, Byron Hudson	Fair Grange
Craig, Clotilde Charlotte	Charleston
Craig, Gladys Isabelle	Charleston
Craig, Irma Frances	Bushton
Crowe, Edith	Charleston
Crum, Charles Raymond	Claremont

Dallas, Louis Loren	Mattoon
Davis, Lois Ellen	Rardin
Delana, Reta Marie	Bruce
Devericks, Lourene	Charleston
Diemer, Alma Elizabeth	Charleston
Dillman, Lillian Eloise	Yale
Doty, Ruth Clear	West Salem
Downey, Thomas Edward	Mattoon
Driscoll, Margaret Agnes	Charleston
Edgington, Austin	Flat Rock
Edman, Glen Taylor	Charleston
Edman, Martha Virginia	Charleston
Ellington, Bertha Mae	Charleston
Ellington, Josie Marie	Charleston
Emery, William Howard	Charleston
Etheridge, James Harlan	Coles
Evans, Rachel Ollie	Robinson
Faulkner, Mona Naomi	Charleston
Fender, Joseph Cephas	Westfield
Ferrel, Ruth Naomi	Newton
Field, Nellie	Charleston
Foltz, Fred	Wheeler
Forcum, Clova Ethel	Paris
Francis, Nona Mae	Martinsville
Frazier, Nellie	Paris
Freeland, Donovan Troit	Casey
Galbreath, Blanche Beatrice	Charleston
Galbreath, Sarah Agnes	Charleston
Garner, Mary Opal	Westfield
Giffin, Palmer Henry	Charleston
Goble, Lurah Louise	Westfield
Goodman, Carl	Charleston
Gray, Horace Montgomery	Lerna
Groniger, Florence Aline	Mattoon
Groves, Zada Pearl	Lerna
Hagist, Lillian	Mattoon
Hanley, Flora Deaine	Charleston
Harman, Paul Raymond	Mattoon
Harvey, Eva Ethel	Rardin
Harwood, Elsie	Janesville
Hawkins, Lawson William	Allenville
Hays, Sarah Edna	Hidalgo
Heddins, Ruth	Charleston

Hershey, Besse	Allendale
Highsmith, Julia Annis	Flat Rock
Hildreth, Grace Irene	Mattoon
Hollingsworth, Hazel	Paris
Huber, Edgar John	Charleston
Hunt, Marie Leona	Sullivan
Ikemire, Flossie Pearl	Robinson
Ikemire, Gladys Marie	Robinson
Ikemire, Jewel Myrtle	Robinson
Ingram, Madge Loraine	Charleston
James, Ila Marie	Hunt
Jones, Hazel	Charleston
Jones, Mildred Derelle	Loxa
Kelley, Esther Elizabeth	Penfield
Kelly, Forrest Holly	Greenup
Kelly, Ruby Julia	Charleston
Kincaid, Georgia June	Ashmore
Kirk, Alma Effie	Annapolis
Lane, Marie Beatrice	Ashmore
Lanphier, Blanche	Mattoon
Lashbrook, Abbie May	Charleston
Leeds, Ruth	Mt. Carmel
List, Floyd Milton	Charleston
Litherland, Birdie	Mt. Carmel
Longnecker, Lenola Evelyn	Charleston
Longnecker, Minola Evangeline	Charleston
Love, Mildred Ellen	Charleston
Lumsden, Norva Edith	Champaign
Manhartz, Margaret Genevieve	West Union
McCabe, Merrell Linn	Charleston
McCallister, Fern	Arcola
McCarthy, Margaret Josephine	Charleston
McGahey, Emmet Leon	Rardin
McGahey, Harold Russell	Rardin
McGurty, John Edward	Charleston
McTaggart, George Charles	Charleston
Milburn, Helen Jane	Charleston
Miller, Hazel	Rardin
Moore, Leone Beatrice	Humboldt
Morgan, Lela Irene	Yale
Nation, Daisy May	Charleston
Nehrling, Lucile Elizabeth	Charleston
Nickles, Effie Estle	Charleston
Norton, Ethel Effie	Birds

Oakley, Clarence	Oakland
Olmsted, Beth	Charleston
O'Rourke, Maymie	Marshall
Ostheimer, Helen Philippine	Sainte Marie
Patton, Thomas Rush	Charleston
Paullin, Otis	Allendale
Pierce, Cleta May	Charleston
Post, Jessie Flora	Charleston
Rennels, Coryl	Charleston
Richardson, Ethel Jane	Arthur
Richars, Glen McKinley	Dieterich
Rooney, Georgia Ann	Brocton
Root, Merle Ellington	Charleston
Roth, Harry Raymond	Chrisman
Rush, Orville Boine	Loogootee
Ryan, Opal Edith	Greenup
Schroeder, Louisa Pauline	Cowling
Serviss, Trevor Knott	Charleston
Sexson, Dale Miller	Charleston
Sharp, Vonnice Madeline	Mattoon
Shonk, Hettie Mae	Paris
Shoot, Charlotte Lorraine	Charleston
Shoot, Tilford Taylor	Charleston
Shrader, Mary	Humboldt
Shuey, Audrey Mary	Charleston
Smith, Mary Ganelle	Robinson
Smysor, John Leland	Windsor
Snapp, Viola Blanche	Etna
Sparks, Bertha Alice	Ashmore
Spengel, Frieda Hermin	Highland
Springer, Florence Emily	Charleston
Stanberry, Roscoe Dewy	Charleston
Stewardson, Carl Milburn	Findlay
Stokes, Joel Rexwell	Vandalia
Story, Floyd Everald	Charleston
Story, Lorraine Edith	Charleston
Swope, Edgar Oren	Annapolis
Talbott, Carlos Alvin	Charleston
Tearney, Anna Elizabeth	Charleston
Tearney, Inez Mazie	Charleston
Tipsword, Nova Ethel	Greenup
Todd, Ruth Mary	Oliver
Tomberlin, Earl	Charleston
Tremble, Joseph Ronald	Charleston

Walker, Irene	Charleston
Wasson, Grace Ruth	Chrisman
Wattles, Beulah	Bible Grove
Weaver, Holla Edwin	LaCleda
Weaver, Ralph Akester	Edgewood
Whalen, George William	Charleston
Whalen, Thomas Paul	Charleston
Whitesel, Harry Alfred	Charleston
Whittemore, Nerine	Charleston
Wilkinson, Julia Faith	Charleston
Wilkinson, Louise Fern	Charleston
Williams, Blanche Pauline	Mattoon
Willingham, Elizabeth	Bushton
Willingham, Mabel Helen	Arcola
Wilson, Floyd Emerson	Charleston
Wilson, Paul Hugo	Charleston
Woody, Arlin Mills	Dieterich
Woody, Rose Marie	Dieterich
Woodyard, Daisy Irene	Charleston

SUMMER TERM, 1914

Acton, Jessie Louise	Danville
Adams, Ruth Delilah	Scotland
Adkins, Blanche	Newton
Adler, Genevieve	Taylorville
Alexander, Elsie Vadna	Taylorville
Allen, Carrie Alice	Assumption
Ambrose, Agatha	Westville
Andersen, Mabel Iris	Danville
Anderson, Grace Pearl	Jewett
Anderson, Julian Piper	Charleston
Anderson, Minnie Leota	Fairmount
Anderson, Ruth Ellen	Fairmount
Andres, Ida Mae	Arcola
Angleton, Avis Blanche	Edinburg
Apple, Viola Frances	Arcola
Arterburn, Nora Redmon	Kansas
Aulenbrock, Anna Marie	Effingham
Austin, Crystal Magdaline	Royal
Bails, Clifford Adair	Charleston
Bails, Ernest Roscoe	Charleston
Baker, Charles William	Charleston
Baker, Floyd Kelker	Coffeen
Baker, Herschel Fredrick	Atwood

Baker, Marvel L.	Janesville
Ballein, Veda Alice	Allerton
Bamberger, Alvena	Champaign
Bamberger, Martha Juliana	Champaign
Bangert, Florence Mae	Taylorville
Bannin, Marjorie Henrica	Danville
Barcum, Anna Mathilda Zita.....	Dieterich
Barker, Esther	Mattoon
Barkley, Dora Ellen	Oliver
Barnwell, Myrtle Ivy	Litchfield
Barr, Clella Opal	Georgetown
Barr, Lola Grace	Paris
Barry, Faith Elizabeth	Litchfield
Batson, Constance Elizabeth	Marshall
Batson, Rosa	Marshall
Bear, Dora May	Hoopeston
Beatty, Elsie Emily	Paris
Beck, Opal Alma	Taylorville
Bell, Hattie Zoe	Decatur
Beltz, Bertha	Dennison
Bennett, Ruth Isabel	Assumption
Berry, Anna	Mt. Zion
Berry, Burnice	Mt. Zion
Berry, Josephine	Mt. Zion
Bidle, Clara Genevieve	Westfield
Bilyeu, Katherine Mary	New Douglas
Bilyeu, Tobias Olive	New Douglas
Bindel, Minnie V.	Keokuk, Iowa
Birch, Mabel Claire	Martinsville
Black, Dorothy Elizabeth	Paris
Black, Elsa Frances	Charleston
Black, Esther Katrina	Paris
Blankenbaker, Zeta Fisher	Charleston
Blockburger, Elizabeth Ann	Hillsboro
Blockburger, Evelyn Priscilla	Hillsboro
Bodley, Avis Fae	Fairbury
Bolin, Nellie Marie	Sullivan
Bolt, Mabel	Ramsey
Bote, Mae Rachel	Witt
Bote, William Adam	Pana
Bowman, Elsie	Toledo
Boyle, Marie Agatha	Stonington
Brandt, Dora Sybilla	Carmi
Bray, Nellie Rebecca	Waggoner

Breach, Alice deCourcy	Danville
Breckenridge, Lula Odell.....	Findlay
Breton, Genevieve Elizabeth	Greenup
Brewer, Bertha Edythe	Greenup
Brickey, Gladys Adeline	Hoopeston
Bridges, Ethel Faye Marie	Litchfield
Brinkerhoff, Margaret Newcomb.....	Vermilion
Broadstone, Jessie Alice	Robinson
Brokaw, Mary Ruth	Charleston
Brown, Eos Olaf	Paris
Brown, Lola	Cisne
Brown, Maggie Catherine	Charleston
Brown, Nancy Olive	Paris
Bryant, Ruth Delight	Herrick
Buchanan, Marie Nellie	Neoga
Buchanan, Mary Lorena	Neoga
Buckle, Ethel Daisy	Martinsville
Buckle, Mabel Mercedes	Martinsville
Buckner, Dorothy Oral	Martinsville
Burns, Ruby Pauline	Sullivan
Burt, Mamie Elizabeth	Mattoon
Burtner, Edna Mae	Newman
Bush, Cora Frances	Homer
Butler, James Grove	Charleston
Byers, Veva Mae	Charleston
Caldwell, Eva Loida	Etna
Callahan, Caroline Elizabeth	Hillsboro
Callais, Ada Mary	Danville
Capshaw, Minnie Elizabeth	Mattoon
Carlin, Opal Elizabeth	Hazel Dell
Carlock, Cora	Atlanta
Carlson, Olive Elvira.....	Watseka
Carrico, Zella Marie	Olney
Carson, Mary Eunice	Greenup
Cashin, Earl	Owaneco
Cassady, Minnie Ellen	Paris
Cathcart, Annabel Elizabeth	Marissa
Chamness, Mabel Esther	West York
Charles, Violet Esther	Grayville
Cherry, George W.	Charleston
Chestnut, Beulah Victoria	Sorento
Chisholm, Margaret Camilla	Butler
Chisholm, Ruth Marie	Butler
Chronic, George Earl	Neoga

Clabaugh, Emma Agnes	Neoga
Clabaugh, Irene	Gays
Clark, Rhoda Amy	Mt. Zion
Clark, Zola	Georgetown
Clawson, Eva Fay	Windsor
Clawson, Grace Geneva	Windsor
Clearwaters, Beulah	Hillsdale, Indiana
Cline, Herschel Herman	Charleston
Clubb, Esther Leola	Paris
Cluff, Valvery Jessie	Greenup
Condit, Lois A.	Dewey
Cone, William Wheatly	Charleston
Cook, Gordon August	Charleston
Cook, Thelma	Greenup
Cooley, Pearl	Farina
Coombs, Leoti Frances	Danville
Cooper, Herman Lloyd	Martinsville
Cooper, Josephine Estelle	Hillsboro
Corlew, Philip Chesley,	Raymond
Corzine, Bernice Martha	Charleston
Corzine, Bruce Herbert	Charleston
Coulter, Ruth Velma	Robinson
Cox, E. Pearl	Hutsonville
Craig, Emily Rebecca	Oakwood
Crawford, Emma Zuleama	Milford
Crayton, Griffith Margaret	Georgetown
Crimmins, Jennie May	Sidell
Cross, Ada Marie	Boody
Crowder, William Thomas	Bethany
Crowdson, Ora Ethel	Sullivan
Crowe, Irene Buckner	West Union
Crowe, Stanley Maxwell	Charleston
Cuppy, Flo	Hindsboro
Cushman, Angeline	Danville
Daech, Hazel Margaret	Panama
Dammann, Mary Dena	Butler
Davis, Lida Christine	Hume
Davis, Loxa Edna	Charleston
Davis, Mary Charlotte	Hume
Davis, Pearl Jack	Oblong
Day, Selma Margaret	Pocahontas
DeGarmo, Myrtle Alice	East St. Louis
Delzell, Mattie Ellen	Dundas
Desborough, Louise	Panama

Dettenbach, Mary Esther Dolores	East St. Louis
DeVillers, Ella Ruth	Patoka
Dickey, Earnest	Oblong
Dillon, Anna Laura.....	Trenton
Dills, Esther May.....	Decatur
Dippold, Elizabeth	Edwardsville
Dixon, Irene Reba.....	Casey
Dodd, Opal Sarah.....	Martinsville
Donaldson, Lillis	Potomac
Dooley, Margaret Elizabeth.....	Mattoon
Doolittle, Herman Albert.....	Dennison
Dorsette, Myrtle Anita.....	Clarksdale
Douglas, Lucy Mae.....	Fithian
Doyle, Maude Elizabeth.....	Stonington
Drake, Bertha Pearl.....	West Union
Drake, Julia Angeline.....	Neoga
Draper, Ethel Leora.....	Irving
DuBree, Jessie Bell.....	Vermilion Grove
DuCommun, Lena Maybelle.....	Oblong
Dukes, Vera Opal.....	Collison
Dunifer, Bertha Clotilde.....	Mattoon
Durning, Nina Mae.....	Mt. Zion
Dusthimer, Ida Belle.....	Vermilion
Dwyer, Elizabeth Jane.....	Casey
Dwyer, Jay Francis.....	Bethany
Dwyer, Katherine	Charleston
Eads, Emma	Raymond
Eagan, Fannie Killie.....	Kinmundy
Eagler, Ada Mae.....	Hume
Eagler, Benjamin H.....	Hume
Eckert, Bernice Frances.....	Troy
Edgar, Nell	Shelbyville
Edwards, Elizabeth	Hillsboro
Edwards, James	Coffeen
Ekiss, Lelah Fern.....	Bethany
Elam, Cecile Dorothy.....	Marshall
Elder, Opal	Danville
Ellington, Bertha Mae	Charleston
Elliot, Edna Grace.....	Potomac
Ellis, Effie May.....	Mattoon
Emory, Floss Rhodessa.....	Georgetown
Engel, Frieda Katherine.....	Shumway
England, Earl Ottaway.....	Murdock
Estes, Audrey Pansy.....	Kansas

Etter, Ella Mae.....	Pana
Evans, Agnes Gertrude.....	Nokomis
Evans, Olga Elzora.....	West York
Eveland, Sadie Ellen.....	Greenup
Ewing, Emilee Carolyn.....	Mattoon
Ewing, Maye Pearl.....	Neoga
Eyrse, Zola Pauline.....	Lerna
Fagan, Florence Gertrude.....	Robinson
Fagan, Margaret Jane.....	Robinson
Fancher, Eva	Neoga
Fanson, Frances Arthameise.....	Danville
Faris, Susie	Lerna
Farley, Anna Gertrude	Nokomis
Farmer, Alta Maye	Findlay
Fasig, Katharine	Martinsville
Fassett, Beulah Maude	Fairmount
Faulkner, Mona Naomi	Charleston
Fields, Julia Veronica	Mattoon
Fields, Loretta Cathleen	Mattoon
Finkbiner, LaVenias Rosella	Dennison
Fitch, Ralph Dean	Charleston
Fitch, Thelma Grace	Charleston
Fletcher, Ruth Edith	Sorento
Foster, Flora Mae	Armstrong
Foster, Thelma Mae	Arcola
Fowler, William McKinley	West Union
Freeland, Olive Grace	Hillsboro
Freeland, Willa Sethma	Danville
Fulton, Agnes Ruth	Camargo
Fulwider, Artha Houff	Tuscola
Funk, Nellie Gertrude	Irving
Funkhouser, Flora Lousetta	Mattoon
Gabriel, Florence Ethel	Keokuk, Iowa
Gabriel, Sarah Lucille	Blue Mound
Galloway, John Lemuel.....	Olney
Gardner, Zola Mae	Sorento
Garner, George Boyd	Oakland
Garrett, Everett Ernest	Hammond
Garrett, Ferne Traxler	Hammond
Garrett, Raleigh Augustus	Neoga
Gaskill, Agnes Myrilla	Collinsville
Gaskill, Ruth Hulda	Collinsville
Gaston, Eunice Gertrude	Charleston
Gatchel, Oda Madoline	Collinsville

Gaultney, Minnie Netta	Patoka
Gaumer, Everett Hale	Alvin
Geer, Edith Dorothy	Pocahantas
Genre, Lydia Esther	Patoka
Gerrard, Hazel	Perrysville, Indiana
Gibson, William James	Perrysville, Indiana
Gilbert, Pearl	Charleston
Gilbert, Willis Charles	Martinsville
Gillogly, Phyllis Root	Newman
Gillogly, Sarah S.	Newman
Gilman, Mabel Ellen	Mattoon
Glithero, Blanche Independence	Chrisman
Golladay, Alma Ann	Ashmore
Golladay, Grace Marie	Ashmore
Goode, Minnie Neary	Windsor
Goodwin, Dorsie Maurine	Trilla
Goodwin, Raymond E.	Charleston
Graham, Bess Lenora	Hillsboro
Graham, Ruby	Etna
Green, Hazel Ruth	Hindsboro
Green, Marie Mitchell	Chrisman
Greeson, Euris Elwood	Greenup
Grimes, Minnie Bell	Armstrong
Grissom, Ilo D.	Arthur
Gunn, Lyman Leon	Raymond
Guthrie, Emma Koen	Raymond
Hadden, Clara Ruth.....	Blue Mound
Hall, Hazel	Charleston
Hall, Isabel	Collinsville
Hall, Sallie Belle	Niantic
Hamilton, Katie Ellen	Metcalf
Hammack, Lucile Erma	Hillsboro
Hanks, Augusta Helen	Danville
Hardaway, Roy	Martinsville
Harrell, Winifred Columbia	Bushton
Hart, Mafra Ruby	Longview
Hawkins, Clara White	Arcola
Haworth, Dot	Danville
Hays, Effie May	Homer
Hayward, Sylva Juanita.....	Georgetown
Heacock, Ruby Marie	Tuscola
Hedges, Lulu Eleanor	Catlin
Helmbacher, Martha Marie	Shumway
Hempfen, Fred John	Carlyle

Henke, Marie Caroline	Collinsville
Henness, Iva	Scotland
Henze, Cornelius Frederick August	Alhambra
Henze, Edwin William	Alhambra
Herren, Bessie Rose	Danville
Hess, Lilly Hazel	Collison
Hibschman, Lena Pearl	Dudley
Hickman, Hazel Elizabeth	Homer
Hickman, Roy Truby	Raymond
Highland, Irma	Mattoon
Hill, Elsie	Oconee
Hill, Glester Howard	Oakwood
Hill, Myrtle Margaret	Oakland
Hill, Suda Glenn Ruth	Westfield
Hilsabeck, Hugh Rudolph	Windsor
Hitchens, Emma	Danville
Holderby, Eva Marie	Owaneco
Holladay, Wanda Dulcene	West York
Houston, Zoe	Shelbyville
Howard, Nellie Edith	Hindsboro
Hubbard, Mabel Anna	Ogden
Hubbart, Nora Agnes	Toledo
Huber, Ellen Mary	Witt
Huber, Iva Clara	Charleston
Huber, Mina Lenore Frances	Arthur
Hudson, Katharine	Charleston
Hudson, Louise Dorothy	Charleston
Hufford, Lois Irene	Milford
Hughart, Ethel Fern	Mattoon
Hurst, Elsie Fern	Marshall
Hutson, Ethel	Marshall
Isley, Nora Mertle	Montrose
James, Vessa	Oblong
Jenkins, Hubert Johnston	Charleston
Jenkins, Minnie Irene	Charleston
Jenkins, Ruth Emma	Willow Hill
Jennings, Maude Boggess	Catlin
Johnson, Allie Harding	Newton
Johnson, Clara Marie	Charleston
Johnson, Ethel Pearl	Charleston
Johnson, Gertie Willma	Martinsville
Johnson, Loren L.	Charleston
Johnson, Odella Martha	Loda

Johnston, Lelah Leota	Pana
Johnston, Sara	Charleston
Joiner, Bertha Mildred	Oakwood
Jones, Bessie Lucile	Toledo
Jones, Eva Oneda	Nokomis
Jones, Hulah Florence	Brocton
Jones, Elizabeth Lorraine	Charleston
Jordan, Blanche Frances	Harvel
Jordan, Edward Isadore	Harvel
Kagel, Ruth	Danville
Keagle, Reva Jo	Maroa
Keith, Elden Franklin	West York
Keller, Carrie May	Nowata, Oklahoma
Keller, Ludie Mae	Watson
Kelly, Elma	Casey
Kelly, Forrest Holly	Greenup
Kelly, Katherine Frances	Danville
Kennedy, Luella	Bethany
Kennedy, Rose Marie	Edwardsville
Kenny, Corinne Gertrude	Charleston
Kerr, Rhoda Elizabeth	Charleston
Kershner, Karl Kenneth	Raymond
Kidd, Evea Gladys	Catlin
Killie, Evelyn Hope	Kinmundy
King, Florence Helen	Greencastle, Indiana
King, Sue Olive	Hume
Kingrey, Gertie May	Toledo
Kinkade, Jessie Lorena	Olney
Kinney, Ruth Margaret	Danville
Kirk, Alma Effie	Annapolis
Klick, Nora Madison	Tuscola
Kneedler, Ruth	Danville
Koonce, Walter Henry	Greenville
Kramer, Fern	Palmer
Kinger, Lotta Lovena	Arcola
Kruzan, Horace Otis	Tower Hill
Kyner, Mayme	Moweaqua
Lafferty, Charlotte	Martinsville
Lake, Elijah Sherman	Blue Mound
Lapp, Hannah	Edwardsville
Largent, Electa Mabel	Strasburg
Lawrence, Neva Gail	Grayville
Lawton, Stella Ruth	Paris
Lax, Mary Gladys	Edwardsville

Layton, Charles Augustus	Hutsonville
Leach, Harvey Dean	Charleston
Leamon, Nellie V.	Advance
Lease, Alpha Wesney	Charleston
Lee, Amelia	Trenton
Legru, Flora Mary.....	Pana
Leonard, Veda Fern	Rantoul
Lester, Frances	Oblong
Letsinger, Gladys Dot	Newton
Leturno, Earl Richard	Wheeler
Lewis, Bertha Estella	Waggoner
Lewis, Ethel Chloe	Tolona
Lewis, Ethel De	Olney
Lewis, Mary Alone	Waggoner
Ligget, Florence Valeria	Marshall
Linder, Mary Davis	Hume
Linder, Mary Sefton	Charleston
Lindsay, Lily Myrtle	Flat Rock
Little, Helen	Oblong
Lively, Carlos Alcuin	Oblong
Livergood, Alice Eva	Stonington
Long, Cecile Marie.....	Brownstown
Long, Johanna	Edwardsville
Loucks, Pearl Mae	Hillsboro
Louden, Addie	Trenton
Lowe, Golda	Marshall
Luke, Louis Edward	Danville
Lycan, Lydia Belle	Kansas
Macke, Florence Lenore	Marshall
Mahaney, Nellie Susan	Winterrowd
Malhoit, Honora Aloysia	Assumption
Manhart, Corinna	Walnut Prairie
Manhart, Eva	West Union
Manley, Katherine Cecilia	Paris
Mansfield, Nellie Catherine	Mattoon
Martin, Mary B.	Atwood
Martin, Orpha	Martinsville
Martyn, Irna Lorraine	Charleston
Mason, Nellie Crews	Wheeler
Massing, Alice Barbara	Danville
Matthews, Blanche	Smithboro
Maxey, Orval Leonard	Charleston
McAllister, Madge	Windsor
McAnarney, Mary Elizabeth Bernidine	Farmersville

McBride, Bertha Gertrude	Newman
McCallister, Ersie Opal	Arcola
McCarty, Inez Azetta	Robinson
McClain, Lela	Armstrong
McClane, Emily Veree	Browns
McCleane, Ethel	Neoga
McClure, Alice Elizabeth	Chrisman
McCollom, James Arthur	East St. Louis
McConnel, Nelle Edna	Arcola
McCoy, Gladys Ruth	Danville
McCrary, Esther	Charleston
McCrary, Margaret	Charleston
McCullough, Katherine	Atlanta
McDevitt, Daniel Raymond	Newton
McDevitt, Margaret Daisy	Newton
McDonald, Sara Mallisse	Kansas
McKean, Grace Blanche	Granite City
McKee, Luther Ray	Charleston
McKenzie, Fannie Beatrice	Charleston
McKenzie, Letah Adlene	Danville
McLaughlin, Mary Cecelia	Paris
McLin, Cora May	Fairfield
McLin, Ruth	Fairfield
McWard, Freda Ruth	Palmer
Meador, Radah Cleota	Patoka
Medsker, Donald Oren	West Union
Meinkoth, Carrie Grace	Trenton
Miles, Delsie Rebecca	Rosemond
Miller, Cecil Walker	Sullivan
Miller, Floyd Homer	Paris
Miller, Hazel L.	Indianola
Miller, Jessie Beatrice	Martinsville
Miller, Russell Stevenson	Breckenridge
Miller, Sadie Eliza	Browns
Miller, Vida Vaughn	Fillmore
Mills, Maude	West York
Moore, Anna Maurine	Mulberry Grove
Moore, Myrtle Edith	Carlyle
Morgan, Lila Elizabeth	Greenville
Morris, Ona Mae	Danville
Morrissey, Florence	Farmersville
Morstatter, Leona Margaret	Kansas
Morton, M. Luthur	Kell
Mosier, Flora Belle	Indianola

Mumford, Elmer Alfred	Casey
Murphy, Mattie Murl	Charleston
Mussett, Ralph Shelton	Grayville
Myers, Anna Edyth	Greenup
Myers, Lona Alice.....	Olney
Naumer, Lora Irene	Altamont
Nave, Eva Blanche	Annapolis
Nave, Jessie May	Bayle City
Neer, Minnie Elizabeth	Sidney
Nelson, Sara Anna	East St. Louis
Newlin, Olive Blanche	Charleston
Newport, Nell Alice	Neoga
Nicholas, Mary Elizabeth.....	Kirkwood
Nichols, Ella	Watseka
Nolan, Nellie Rosa	Owaneco
Nolin, Ruby Edith	Milford
Norman, Ruby Jane	Carlyle
Norris, Alice Frances.....	Owaneco
Norris, Anna Mary	Owaneco
North, Esther Leota	Danville
Norviel, Ida G.	Greenup
O'Connor, Helena	Ramsey
O'Connor, Margaret Geraldine	Ramsey
Olson, Ella Edith	Beaver Creek
O'Rourke, Margaret Gertrude.....	Marshall
Orr, Mabel	Sidell
Overby, Georgia Norman	Cairo
Owen, Ansel	Hutsonville
Paden, Bertha Paden	Hillsboro
Paden, Catherine Florida	Hillsboro
Palmer, Gertrude Margaret	Homer
Parker, Cena	Westfield
Parker, Cleta	Westfield
Parkison, Cora Alice.....	Charleston
Patrick, Grace	Durango
Payne, Nina Mina	Marshall
Pearcy, Ruby Dean	Epworth
Pearson, Debbie Lena	Allerton
Pease, Leeta Pearl	Shelbyville
Pence, Gertrude Myrtle	Mattoon
Percival, Lettie Jennie	Watson
Perisho, Nellie Ann	Dudley
Peters, Geneva Condon	Greenup
Phillips, Andrew Sheldon	Sullivan

Phillips, Nell Veronica	Pana
Pierce, Elizabeth Ann	Westville
Pittenger, Lola Ann	Owaneco
Poe, Nellie Syvillae B.	Arthur
Pogrotsky, Hattie	East St. Louis
Powell, Enola Grace	Sullivan
Powell, Orville Wendell	Sullivan
Prather, Ona Alice	Charleston
Price, Ethel Marie	Fairmount
Purdue, Pearl	Kell
Randolph, Doris Marie	Brocton
Randolph, Gladys Irene	Trilla
Rape, Leola Gladys	Taylorville
Ratcliff, John Moses	Greenup
Ray, Artrice Elva	Sullivan
Reed, Daisy Dein	Shelbyville
Reed, Deloris Marie	Metcalf
Reeds, Rose Edna	Hindsboro
Reese, Clara Margarette	Fairmount
Reid, Claude Clarence	Albion
Reid, Hazel Elizabeth	Georgetown
Rice, Mayme Beatrice	Watson
Richards, Beryl Edna	Tuscola
Richardson, Esther Delene	Macon
Richardson, Goldah Adeline	Sadorus
Richardson, Mae	Tolono
Rigdon, Annetta Blanche	Mt. Pulaski
Roberts, Mary Lovisa	Homer
Roberts, Orlena Virginia	Arcola
Robinson, Bernice Ione	Greenville
Robison, Josephine Pearl	Stonington
Roesch, Mary Margaret	Danville
Roessler, Ruby Clare	Shelbyville
Root, Paul Vernon	Charleston
Rosebraugh, Linder William	Charleston
Rosenberger, Olga Leone	Woodland
Roth, Edith	Hume
Rucker, Nannie Catherine	Irving
Rush, Alice Gertrude	Watseka
Ryan, Leonore Cecelia	Mattoon
Ryder, Bernice	Charleston
St. John, Mary	Carmi
Sayles, Guida Madalyn	Vandalia
Schiver, Desa Marie	Casey

Schmidt, Carrie Magdalene	Flora
Schroeder, Winifred Caroline	Louisville
Schwartz, Frank Forrest	Marshall
Schwartz, Ralph Davidson	Ashmore
Scott, Anna Berdella	Mt. Carmel
Scott, Ella Grace	Newton
Scott, Tressa Melissa	Watson
Sears, Alta Vista	Arthur
Sebastian, Mary Amanda	Hagarstown
Seiler, Bessie Katherine	Olney
Seiler, Herman Manley	Urbana
Seiler, Katherine Elizabeth	Dundas
Shadley, Blanche Tracy	Hazel Dell
Sharp, Mae	Greenville
Shaw, Myrtle Edith	Sullivan
Sheenan, Jennie Loretto	Pana
Shepherd, Mamie Irene	Coffeen
Shoemaker, James Wright	Charleston
Shores, Mabel Grace	Etna
Shortess, Lois F.	Charleston
Shrader, Dora	Humboldt
Shrader, Mark A.	Humboldt
Shriver, Mary Elizabeth	Kinmundy
Shroyer, David Mirven	Urbana
Siebert, Ethel Susie	Paris
Simerly, Fannie Emma	Toledo
Sims, Vada Veach	Borton
Skaggs, Sarah Edna	Shipman
Skeen, Muriel Majes	Boswell, Indiana
Sloan, Geraldine Aleta	Milford
Smith, Anna Louise	Taylorville
Smith, Gertrude Earle	Clifton
Smith, Hattie	Robinson
Smith, Izetta LaVerne	Mattoon
Smith, Lulu Inez	Greenup
Smith, May	Morrisonville
Smith, Opal Leona	Metcalf
Smith, Verne Allen	Lovington
Smith, Walter Gilbert	Duncanville
Snell, Lulu Mae	Assumption
Snodgrass, Norma Zone	Troy
Spangler, Mattie	West Union
Spencer, Nora Virginia	Homer
Spengel, Frieda Hermin	Highland

Sperry, Ivy Blanche	Greenup
Sperry, Myrtle Lee	Greenup
Spitzer, Charlotte Georgiana	Sainte Marie
Spitzer, Marietta	Warrensburg
Spooner, Velma Pauline	Witt
Stahl, Bessie Lovemma	Champaign
Stalain, Fern	Edgewood
Stauder, Lula Gertrude	Nokomis
Steger, Maye Elizabeth	Neoga
Stegmayer, Lillie Leona	Shelbyville
Steinhelper, Nina Gertrude	Granite City
Stiefel, Clara Elsie	Litchfield
Stipp, Opal Majeska	Milford
Stirewalt, Dorothy Myrtle	Greenup
Stitt, Gladys Lodena	Toledo
Stockbarger, Elva	Greenup
Stone, John Henry	Hume
Stone, Lena	Hume
Stone, Ruth Evelyn	Charleston
Stretcher, Sarah Margaret	Hunt
Stroh, Marguerite Glendora	Hume
Stultz, Iva Maude	Paris
Stultz, Ruby Elsie	Potomac
Sullivan, Catherine Genevieve	Stonington
Summers, Grace	Shelbyville
Supple, Margaret Mary	Danville
Swinford, Leafy Rachel	Oakland
Swope, Amy Irene	Annapolis
Tarrant, Juanita Lee	Catlin
Tate, Ivah Faye	Moweaqua
Taubeneck, Earl Robert	Marshall
Taylor, Edna Verne	Macon
Taylor, Emma Corinne	Sullivan
Teasdale, Margaret Wilson	Edwardsville
Thomason, Grace Eyrle	Paris
Thompson, Blanche Anita	Tiskilwa
Thompson, Dena Elizabeth	Paris
Thompson, Olive	Mattoon
Thompson, Thomas Alexander	Albion
Tiffany, Lewis Hanford	Lawrenceville
Todd, Leah Tina	Charleston
Torrence, Myrle Kathleen	Kansas
Tutwiler, Lucy Barbour	Mt. Pulaski
Tyler, Alta	Armstrong

Underwood, Ethel	Greenup
VanVleet, John Luther	Atwood
Vaughan, Elsie Hazel	Sullivan
Vaughn, Annie May	Greenville
Vaughn, Stanton	Sidell
Volle, Katie	Mt. Pulaski
Wade, Jennie Douglas	Watseka
Waggoner, Edna Leila	Gays
Waggoner, Susie Edna	Gays
Waite, Hazel	Danville
Wallace, Benjamin Leo	Kemp
Wallace, Don Marshall	Shelbyville
Wallace, Lew	Mattoon
Wallace, Neva	Sullivan
Walters, Altha Marie	Casey
Walters, James Garland	Oblong
Waltz, Martha Ellen	Hume
Ward, Alora Thelma	Greenup
Warren, Emma Brosam	Sullivan
Waters, Irene Elizabeth	East. St. Louis
Waters, Marguerite Ida	Oakland
Watkins, Gladys Ruth	Newman
Watkins, Grace	Charleston
Watt, Nolan Russell	Hunt
Weaver, Martha Ruth	Hammond
Weida, Perdita Carrie	Stockland
Welch, Grace Marguerite	Danville
Welker, Rollie Prescott	Wheeler
Wells, Henrietta Matilda	Morrisonville
Wesnitzer, Blanche Elberta	West Union
West, Leona Mary	Loda
Westerlin, Elizabeth Keys	Ambia, Indiana
Wheeler, Florence Gertrude	Chrisman
Wheritt, Edna Lois	Keyesport
Wheritt, Eva Leoda	Keyesport
Widick, Beatrice Minnie	Shelbyville
Wieland, John Adam	Charleston
Wilcox, Ethel Pearl	Fairmount
Wilcoxon, Mabel Lucy	Danville
Wilkins, Edna Florence	Noble
Wilkinson, Sarah Elizabeth	Troy
Williams, Amos	Landes
Williams, Edna Pearl	Martinsville
Williams, Iola Anne	Stewardson

Williams, Rose Myrtle	Shelbyville
Williamson, Agnes Maude	New Douglas
Williamson, John Caswell	Atwater
Williamson, Lula Mae.....	Milford
Williamson, Wynter Wayne	Atwater
Willingham, William Glenn	Charleston
Wilson, Glendora Natila	Milford
Wilson, Howard Everett	Hume
Wilson, Lucille Maud	Danville
Wilson, Viola Edythe	Hindsboro
Winship, Mabel Leona	Charleston
Wise, Althea Mary	Newton
Wishart, Beulah Morea	Mattoon
Wiss, Emma Elizabeth	Vandalia
Witters, Laura Alice	Charleston
Woodruff, Susie Agnes	Georgetown
Wright, Glen Weir	Charleston
Wright, Ivy	Sheldon
Wright, Nettie May	Dayton, Ohio
Wright, Ruth Augusta	Findlay
Wright, Willis Garrett	Greenup
Yewell, Sarah Estelle	Golconda
Young, Lucy	Dudley
Young, Mary Faye	Gays
Young, Tilly	Litchfield
Younger, Blanche	Bethany
Younger, Russell William	Bethany

PUPILS IN THE ELEMENTARY SCHOOL

EIGHTH GRADE

Class A Promoted to Ninth Year in January

Allen, Charles Moore	Greene, Lucile Bell
Blackford, Robert Rea	Love, Mildred Ellen
Boyer, Ralph Byron	McCallister, Fern
Cone, Mary Elizabeth	McCarty, Edna Alice
Cook, Raymond Mack	McGurty, John Edward
Edman, Martha Virginia	Sexson, Dale Miller
Galbreath, Blanche Beatrice	Shoot, Charlotte Lorraine
Galbreath, Sarah Agnes	Springer, Florence Emily

CLASS A

Allen, Robert Joseph	Glosser, Bertha Ellen
Berry, Marion Josephine	May, Truman Ward
Brimberry, Ralph S.	Millar, Julian Zimmerman
Brown, Mary Elizabeth	Ryder, Hazel Louise
Carothers, Paul	Shafer, Mabel Doris
Deverick, Tabitha Alma	Stewart, Harold Kile
Fawley, Paul Richard	Wickham, Lulu Estella
Giffin, Veva Mary	

CLASS B

Allison, Howard Duff	Hampton, Marguerite Ida
Baker, Carlos Clinton	Jordan, Edward Wayne
Baker, Chester Arthur	Lashbrook, Leah Lucile
Bell, Margaret Eleanor	Miles, Mary Barbara
Blanford, Charles	Pearcy, Fred Elbert
Byers, Clara Maurine	Stevens, LeRoy Elbert
Carman, Max Griffin	Wilson, Fern

SEVENTH GRADE

CLASS A

Adair, Mary Ellen	Livingston, William
Anderson, Irving Gray	Love, Louis
Barnes, Vernon Ewing	Mitchell, Reba Irene
Bell, Cyril	Nehrling, Dorothy H.
Blair, Robert Maxwell	Randolph, Blanche

Bowlin, Bessie Mae
Galbreath, Alice Pauline
Hampton, Jeanette Marion

Reed, Ralph Andrew
Townsend, Gerald

CLASS B

Bates, John Irie
Bell, Leo
Briggs, Clara Katherine
Chenoweth, Beulah E.
Cherry, Clesta Mae
Cox, Clifford Edwin
Doty, Mabel
Driskell, Harley
Dunaway, Blanche May
Griffith, Marian Louise
Hall, Chlotilda
Hancock, Lloyd
Kerans, Andrew Josiah

Kerr, Harold Huston
Livingston, Rachel Marie
Loveless, Julia May
Lynch, James Clarence
Lynch, Lee Arthur
Prather, Cecil Edward
Shanks, Muriel
Stewart, Forest Augustus
Stockover, James
Trimble, Florence Arena
Wilson, Elmer Emerson
Worden, Inez Mabel

SIXTH GRADE

CLASS A

Anderson, Audley McKay
Anderson, Sumner M.
Boyer, Mary Esther
Conner, M. Maudline
Coon, Paul Clarence
Curl, Cleda Mary
Grant, Alma Fern
Harrison, William LeRoy
Heddins, Helen
Love, Marjorie Lucinda

Lynch, Gohring
Marshall, Syble Fern
Popham, John R. Sherman
Reese, Irene Vickery
Shafer, Myrle Harold
Shanks, Rocha
Stevens, Leslie Elmer
Wright, Hazel
Wuersch, Leroy Edward

CLASS B

Bottrell, Zella
Buckler, Erma Boneta
Crowe, John Albert
Day, Josie
Foltz, Corrinne
Iknayan, Alfred Nicholas
Kelly, Redyth Katherine
Lang, Luther
Lynch, Margaret
Mitchell, Pauline May
Nickles, Mabel Neomi

Osborne, Hugh
Rankin, Lyda Clotile
Rennels, Lois Marian
Shoemaker, Robert Wells
Springer, Carolyn W.
Sullivan, Andrew Harmon
Sullivan, Nellie Pearl
Tremble, Shirley Walter
Willingham, Frank Byron
Wilson, Goldie

FIFTH GRADE
CLASS A

Bagley, Madeline	King, Hugh Gerald
Bailey, Robert Cornelius	Livingston, Roy Owen
Bell, Geneva	Prather, Rhoda
Bisson, Barbara	Reynolds, Harry Allen
Bond, Mary June	Reynolds, Myra Louise
Brown, Olive Goelet	Seaman, Lewis Orr
Carothers, Lorin	Toland, Gregg Wesley
Cherry, Elsie Flavia	Toops, Jessie Anna Bell
Craig, Carlos C.	Walker, Herman Cecil
Gray, Kathryn Louise	Whittemore, Harold H.
Hall, Ruel Elden	Wiley, Leo
Heistand, Sarah Emily	Williams, Geneva

CLASS B

Bailey, Ralph Edwin	Lang, Lillie Helen
Brown, Mildred Marie	List, Miriam Cleoyne
Cone, Russell Allen	Love, Edwin Barnes
Fasig, Lelia Bernice	McCarthy, Catharine C.
Faulkner, Charles Huston	Mitchell, Anne Howard
Fawley, Ruth Eldora	Rutan, Harry Franklin
Feagan, Ruth Rebecca	Schnorf, Amy Jane
Foreman, Maurice Everett	Shafer, Helen Lavern
Goble, Denzil Ryan	Stewart, Ruth
Goodman, Mlle	Wrenn, John Joseph
Hackett, Dorothy Irene	Wright, Pauline Addelias
Hancock, Russell	

FOURTH GRADE
CLASS A

Adair, James Hamilton	Jordan, Ida Lucile
Barnes, Jennie Vera	Livingston, Alfred
Bell, Frank Oris	Longnecker, David S.
Bisson, Morris LeAnton	McComas, Beatrice Marie
Blackford, Harold T.	Moulton, Hazel Maree
Brown, Herbert Donald	Ryan, Thelma Virginia
Coon, Ella Margaret	Teel, Louise Ethelyn
Craig, Russell L.	Thomas, Lester
Dodds, William Wayne	Toops, Claude Daniel
Grove, John Harold	

CLASS B

Berkeley, Marian Frances	Hall, Howard Sylvester
Bilodeau, Rachel	McNear, Ray Trout
Blair, Donald Russian	Mitchell, Harry
Blair, Dorothy	Osborne, Robert Paul
Buker, Esther Mae	Redman, Helen Elizabeth
Cox, Dorothy Anna	Reynolds, Marie
Edman, Sarah Lois	Roberts, Charlotte
Freeman, Mary Andrews	Tripp, Francis

THIRD GRADE

CLASS A

Ball, Charles Condon	Harlis, Mary
Bisson, Mary Charlotte	Hayes, Rosa
Brown, Jessie Lee	Horne, Virginia
Carothers, Edwin Olen	Mansfield, Olive E.
Cherry, John Albert	Popham, Russell Francis
Cofer, Lenore	Root, Dorothy Mary
Cooper, Herbert Wayne	Shoemaker, William
Craig, Maxine Harriett	Shoot, Robert Orville
Crispin, Carleton L.	Stone, William Prentice
Crowe, Eleanor	Sullivan, Esther
Eckenrode, John Kenneth	Titus, Gordon Russell
Foltz, Haldon Verne	Walker, Nellie Marie
Gannaway, John William	Wuersch, Harold William

CLASS B

Bails, Gwindell Andrew	Gwinn, Gertrude Nadeene
Bowlin, James Howard	Harper Ulla Ruth
Brown, Paul William	McNear, Mary Janette
Buckler, Wayne Edgar	Mitchell, Jean Elizabeth
Chaney, Helen Bertha	Pigg, William Alvin
Chaney, William Charles	Reynolds, Pearl Oriole
Foote, Oscar Ralph	Rittenhouse, Helen
Goodman, Paul	Thomas, Virginia Marion
Griffith, Buelah	Wright, Irma Flo Belle

SECOND GRADE

CLASS A

Boate, Herbert	Mock, William Albert
Burdon, Lorenzo L.	Pippit, Francis Aden
Ellington, Lola Irene	Prather, Ethel May
Hampton, Granville Marion	Shanks, Dorothy
Henderson, Vivian Ina	Swinford, Loyal Clayton
Leach, Paul Henry	Wuersch, Clyde Robert

CLASS B

Bisson, John Kenneth	List, Edna Alberta
Freeman, Nelson Wright	McAdams, Alvin Berle
Harris, Charles Wendell	Winship, Lela Burnice

FIRST GRADE

CLASS A

Davis, Donald King	Maxwell, Paul Lyle
Grant, Johanna Elizabeth	Miller, Bryon Beneke
Hallowell, Harriet	Mitchell, Samuel Poucher
Harryman, William Rider	Shaffer, Kathryn Virginia
Jordan, Harry Salman	Smith, Mayme Esther
Lynch, Robert Thomas	Toops, Floyd Adly
Martin, Eleanor	Trimble, Edgar Theron

CLASS B

Angell, Henry	Messick, Thomas Wilmore
Auty, John William	Nickles, Charlie
Ayers, Leo	Replogle, Forest Dale
Brown, Edna Molly	Reynolds, Helen Angline
Bryant, Leonard Russel	Ryan, Carl Taylor
Chaney, Elmer	Sellars, Edna Lillie
Cook, Stanley S.	Stansberry, Darrell
Ewing, Harry Alvin	Transeau, Elizabeth H.
Goodman, Neal	Walker, Glen
Griffiths, Lamerence	Walters, Robert Orvilla
Iknayan, Herbert Aram	Woodson, Bessie Frances
Livingston, Pauline	Yeoman, I. Elizabeth

SUMMARY

	'06-7	'07-8	'08-9	'09-10	'10-11	'11-12	'12-13	'13-14	'14-15
Normal Department	332	397	427	449	484	490	511	504	526
Summer School	429	452	504	452	460	584	740	755	710
	761	849	931	901	944	1074	1251	1259	1236
Elementary School	260	229	228	222	223	219	225	312	307
	1021	1078	1159	1123	1167	1293	1476	1571	1543
Counted Twice	58	50	61	55	57	54	72	69	82
Total	963	1028	1098	1068	1110	1239	1404	1502	1461

COUNTIES REPRESENTED

Alexander	Effingham	Montgomery
Bond	Fayette	Moultrie
Bureau	Gallatin	Piatt
Champaign	Iroquois	Pope
Christian	Jasper	Richland
Clark	Jersey	St. Clair
Clay	Kane	Sangamon
Clinton	Lawrence	Shelby
Coles	Livingston	Vermilion
Crawford	Logan	Wabash
Cumberland	Macon	Warren
Douglas	Macoupin	Wayne
Edgar	Madison	White
Edwards	Marion	

OTHER STATES REPRESENTED

Colorado	Indiana	Iowa
Missouri	Ohio	Oklahoma

GRADUATES

1900

Beeman, Marion N.....	Robinson
Goble, Loyd	Westfield
Koons, Guy J.....	Oakland
Volentine, Bertha	New Douglas

1901

Caldwell, William A.....	Neoga
Davis, Martha W.....	Charleston
Doyle, Edna	Lerna
Haley, Nelle	Arcola
Iles, I. Victor	Dudley
Neal, Gertrude	Charleston
Scheytt, Clara J.....	Charleston
Shoemaker, Theodora	Charleston
Slemmons, Antoinette L.....	Paris
Vail, Frances De C.....	Charleston
White, Millie E.....	Charleston

1902

Carothers, Ida E.....	Mattoon
Edman, Frances	Charleston
Fiock, Edward J.....	Olney
Foster, Sylvia S.....	Girard
Gaiser, Katherine	Charleston
Harding, Gertrude	Charleston
Moore, Florence	Charleston
Parks, Laura A.....	Dexter
Riggins, John A.....	Hutton
Shy, Nelle	Kansas
Ward, Jennie	St. Mary's, Indiana
White, Mahala	Charleston
Woodson, Elsie	Charleston

1903

Balter, Gertrude A.....	Charleston
Dougherty, Philip	Charleston
Doyle, Eliza	Lerna
Ellison, Grace	Mattoon
Farrar, Roscoe	Dorans
Ficklin, Mary	Charleston
Freeman, Ernest	Charleston
Gordon, Charles	Lawrenceville
Harker, Josephine	Peoria
Harrah, Hattie A.....	Charleston
Harris, William	Moweaqua
Huston, Myrtle	Charleston
Jenkins, Katherine	Charleston
Littler, Sherman	Potomac

Lumbrick, Arthur	Charleston
McDonald, Alice B.	Charleston
Persons, Zulu	Danville
Reeder, John C.	Humboldt
Shannon, Mary	Mattoon
Shoot, Bonnie	Charleston
Stewart, Charles	Charleston
Wade, William E.	Redmon
Wallace, Charles	Charleston
Wright, Mabel	Charleston
Young, Eva N.	Effingham

1904

Anderson, Ethel	Charleston
Bubeck, Charles M.	Marshall
Bullock, Florence W.	El Paso
Byers, Bessie B.	Charleston
Coon, Mary W.	Charleston
Dewhirst, David M.	Olney
DeWolfe, John C.	Pana
DeWolfe, Lucy L.	Pana
Dorris, Sylvanus A.	Isabel
Ferguson, Jessie L.	Charleston
Hagemeyer, Bartlett	Butler, Kentucky
Hays, Cecilia M.	Mattoon
LaRue, Ruth A.	Etna
Little, Carrie	Potomac
Lycan, Lydia B.	Kansas
McDonald, Louis L.	Charleston
Rapp, Martha B.	Mattoon
Rauch, Arlie B.	Charleston
Record, Loue	Charleston
Sims, Nelle	Charleston
Thissell, Bessie I.	Charleston
Walker, Emma	Casey
Waggoner, Alvin	Gays
Weatherly, Carrie	Paris
Webb, Anna	Charleston
Wilson, Ethel V.	Chrisman

1905

Anderson, Mabel	Charleston
Balch, Eva	Lerna
Balch, Flora	Lerna

Bradley, Irma M.	Charleston
Brewer, Mary	Charleston
Cavins, Henrietta O.	Mattoon
Chumley, Eugene	Owaneco
Cottingham, Carrie E.	Charleston
Edman, Minnie	Charleston
Ferrish, Lewis	Charleston
Gannaway, Ethel	Charleston
Henderson, Frank	Isabel
Hobbs, Anna C.	Charleston
Honn, Edward F.	Charleston
Honn, Josephine W.	Ashmore
Huron, Helen B.	Charleston
Lee, Jessie E.	Pesotum
Littler, Nelle M.	Danville
Maxham, Ula	Charleston
McDonald, Elmer M.	Lerna
Overholser, Nora G.	Charleston
Phipps, Charles	Charleston
Randolph, Edgar D.	Gays
Shoot, Gertrude T.	Charleston
Stanberry, Jessie O.	Greenup
Stark, Cecil	Hume
Tohill, Flossie	Flat Rock
Tooke, Helen E.	Charleston
Warman, Hettie M.	Charleston
Wentz, Roy A.	Hindsboro

1906

Bainbridge, Albert O.	Shelbyville
Baker, W. W.	Charleston
Bishop, Daisy	Charleston
DeWolfe, Donald J.	Pana
Dunbar, Christina	Sterling
Dwyer, Ellen F.	Charleston
Earnhart, William H.	Flat Rock
Evans, Minnie L.	Charleston
Faris, Mildred	Lerna
Fender, Charles W.	Ashmore
Foote, Luanda	Charleston
Freeman, Frances F.	Charleston
Geddes, Grace	Newton
Hackley, Gertrude	Mattoon

Harry, Bertha	Humboldt
Hashbarger, Clara B.	Arcola
Kyger, Roy J.	Danville
Long, Florence E.	Charleston
McNutt, Wade	Oconee
Reat, Ruth	Charleston
Sargent, Paul T.	Charleston
Sargent, St. John	Charleston
Williams, Lucia Q.	Mattoon
Wooll, Jessie	Charleston

1907

Barrett, Agnes	Mattoon
Black, Paul	Greenup
Bradford, Ernest C.	Hindsboro
Bruner, Mabel R.	Mattoon
Clark, Nellie N.	Mattoon
Covey, Jessie B.	Sullivan
Cruzan, Myrtle A.	Mattoon
Dappert, Nora E.	Taylorville
Davis, Lois M.	Charleston
Edman, Eulalie	Charleston
Freeman, Agnes M.	Charleston
Hagan, Warren L.	Windsor
Hamill, Lena	West Union
Harwood, Otto	Janesville
Heil, Sopha E.	Arcola
Holaday, Marguerite	Mattoon
Mabee, Elsie	Charleston
Martin, Jessie C.	Arthur
McGinnis, Marguerite	Alton
McNutt, Mary I.	Springfield
Pumphrey, Hazel A.	Oak Park
Stewart, Bertha B.	Charleston
Stewart, Bessie H.	Metropolis
Travis, Edna C.	Greenville
Wait, Bernice	Greenville
Wallar, Beulah H.	Oak Park
Wright, Helen A.	Charleston

1908

Barringer, Edna	Hillsboro
Bottenfield, Ezra O.	Oblong
Brown, Victor I.	Oblong

Carney, Lydia Z.	Charleston
Crum, Edna B.	Charleston
Crummins, Edna	Rose Hill
Davis, Leonard E.	Charleston
Drayer, Julia A.	Hartford City, Indiana
Finley, Charles W.	Charleston
Gabel, Goldie	Greenup
Glassco, Melville	Charleston
Hosford, Jean	Danville
Hostetler, Ruth	Charleston
LaRue, Ella	Etna
Lucas, Douglas P.	Bath
Mabee, Mirtie	Charleston
Maris, Florence	Tuscola
Maris, J. Claire	Tuscola
McCrary, Bertha E.	Charleston
McKrittrick, M. Augusta	Tower Hill
Meeker, William R.	Hazel Dell
Milholland, Arthur L.	Charleston
Murphy, Bessie	Charleston
Orcutt, Emily R.	Charleston
Price, Edna E.	Mt. Vernon
Riley, Ruth	Lerna
Summers, Mrs. Alice	Charleston
Tohill, Louis A.	Flat Rock
Wiman, Nelle	Oblong

1909

Belting, Paul E.	Charleston
Briggs, Margaret	Charleston
Brown, M. Ethel	Piqua, Ohio
Bruner, Mary V.	Mattoon
Buckmaster, Pluma N.	Charleston
Chamberlain, Frank	Gays
Coffman, Beryl L.	Salem, Indiana
Corzine, Harland W.	Charleston
Corzine, May I.	Charleston
Cossairt, Laura G.	Potomac
Davis, Myrtle A.	Charleston
Degenhardt, Irene	Alton
Dickerson, Jeanette M.	Curran
Dixon, Frances M.	Herrick
Feagan, Effie L.	Charleston
Foreman, Lulu B.	Charleston

Funkhouser, Fern	Mattoon
Funkhouser, Taylor	Mattoon
Gannaway, Lelia	Mattoon
Hanselman, Anna M.	Piqua, Ohio
Harry, J. Roscoe	Humboldt
Heil, Mary E.	Arcola
Homann, Ferdinand	Mattoon
Honn, Jessie M.	Ashmore
Hostetler, Lida A.	Charleston
Hostetler, Oliver C.	Charleston
Howe, Verna	Robinson
Huber, Harry L.	Mattoon
Hume, Chester	Danville
Ivy, Torney P.	Fillmore
McCabe, Edward L.	Charleston
Orr, Esther	Sidell
Phillips, John B.	Sullivan
Phillips, Oda O.	Sullivan
Smith, Fred	Yale
Tate, Ethel	Mattoon
Wamsley, Ruth R.	Charleston
White, Oshia	Charleston
Williams, Ethel	Mattoon

1910

Avey, Blanche	Le Roy
Bigler, Harry	Siegel
Birdzell, William	Charleston
Burke, Coral	Cloverdale, Indiana
Carman, Ruth	Charleston
Connelly, Rae	Westfield
Cottingham, Maude	Charleston
Davis, Sylva B.	Charleston
DeWolfe, Mary Estelle	Assumption
Driscoll, Irene	Charleston
Dwyer, Katherine	Charleston
Eck, Lulu E.	Charleston
Ernst, Jesse E.	Charleston
Fears, Amanda O.	Humboldt
Fellows, Mary E.	Neoga
Freeland, Minnie C.	Bellair
Givens, Harry	Paris
Glassco, Alia N.	Charleston

Hallock, Willmetta	Charleston
Heeb, Evalena	Charleston
Hoggard, Goldie D.	Arthur
Huffman, Jessie T.	Charleston
King, Ivan W.	Charleston
Long, Ruth	Charleston
Lowry, Edith	Westfield
Martin, Patti C.	Arthur
Mathes, Georgia	Charleston
McCrory, Esther	Charleston
McDonald, Mary M.	Charleston
McNutt, Mrs. Lillian	Elgin
Miles, Sophia O.	Charleston
Milholland, Grace E.	Charleston
Mullins, Helen G.	Charleston
Munson, Kezia	Arcola
Nay, Mabel	Kansas
Patton, Mae	Arthur
Pendergast, Mary C.	Charleston
Powell, Zella F.	Mattoon
Rankin, Cora E.	Gibson City
Rardin, Bruce	Rardin
Riche, Mildred A.	Nora Springs, Iowa
Schmaelzle, Carl	Charleston
Serviss, Gladys	Charleston
Snapp, Carl F.	Findlay
Snapp, Roscoe	Findlay
Sullivan, Margaret E.	Charleston
Tarble, Charles	Martinsville
Voris, Katherine	Neoga
Watt, Bernice	Newton
Welsh, Grover F.	Paris
Wiman, Anna M.	Yale
Woodson, Amy L.	Charleston
Zimmerman, Henry H.	Effingham
Zimmerman, Percy	Charleston
Zimmerman, Robert L.	Mineral

1911

Archer, Susie Ethelyn	Charleston
Ashmore, Lulu Belle	Charleston
Brayton, Virgul Lucille	Charleston
Byers, Helen	Charleston

Coffey, Anna Elizabeth	Kansas
Faris, Susie	Lerna
Galbreath, Annie	Ashmore
Gallagher, Margaret Elizabeth	Alton
Gilchirst, Edith Lana	Shawneetown
Glassco, Hazel Gertrude	Charleston
Gray, Ruth	Charleston
Henry, Flossie Ethel	Kansas
Hill, Charles	Charleston
Hill, Stanley	Mattoon
Homann, Fred George	Mattoon
Jennings, Alma Irene	St. Elmo
Jennings, Walter Wilson	St. Elmo
Jones, Vernie Allen	Willow Hill
Kelly, Marguerite Agnes	Danville
Kibler, Carl M.	Wheeler
Linder, Lewis S.	Charleston
Long, Charles Ellsworth	Charleston
Maxham, Helen Jeanette	Charleston
McKittrick, Cynthia Ann	Tower Hill
Newman, Grace	Charleston
Parkison, Cora Alice	Charleston
Patrick, Ada	Decatur
Rennels, Ursa	Charleston
Rodecker, Wavery	Mulberry Grove
Schlobohm, Lucy Syvilia	Findlay
Schriner, Elizabeth Opal	Charleston
Sidwell, Eli Roscoe	Casey
Stanberry, Hewett Raymond	Charleston
Stewart, Alma	Ashmore
Taylor, Kathryn Blanche	Arthur
Taylor, Ruthe	Arthur
Tiffany, Burton Ellsworth	Lawrenceville

1912

Adams, Della Ruth	Allendale
Ames, Nellie Blanche	Charleston
Anderson, Clara Alice	Charleston
Arterburn, Pauline	Kansas
Baird, Claire Emma	Moweaqua
Beall, Ruth Aurelia	Paris
Blackburn, Nema Elnora	Paris
Crowe, Elizabeth Drayer	Charleston
Dollahan, Martin Leland	Lawrenceville

Doscoska, Anna	Charleston
Endsley, Antha Euphemia	Charleston
Fleming, Denna Franklin	Paris
Furste, Alma Elizabeth	Humboldt
Gaiser, Lois Margaret	Charleston
Gossett, Vera Ople	Casey
Gossett, William Ernest	Charleston
Haley, Nellie Catherine	Arcola
Handshy, Ruby Ellen	Worden
Hardy, Edith May	Waterloo
Harris, Ruby Mildred	Coffeen
Hedrick, Edna May	LeRoy
Jenkins, Alice	Charleston
Jordan, Carrie Mae	Charleston
Kime, David Orion	Dudley
King, Robert F.	Charleston
Kisner, Edgar Lynn	Bellair
Lindhorst, Frank Atkinson	Charleston
Loggins, Edna Kathryn	Greenville
Lovett, Elizabeth Rosett	St. James
Maxwell, Florence Lelia	Arcola
McDougle, May	Charleston
Mitchell, Kate	Charleston
Neblick, Mary Edith	Ridgefarm
Newell, Emma	Oak Park
Newlin, Muriel Hazel	Charleston
Patton, Lola	Arthur
Phillips, Minnie Alice	Sullivan
Phipps, Anna Emma	Charleston
Pinkstaff, Orra Ford	Lawrenceville
Randolph, Lillie	Charleston
Rankin, William Merle	Charleston
Rich, Ciney	Birds
Robinson, Runie T.	Charleston
Robinson, Ruth Love	Edwardsville
Root, Gretchen Lane	Newman
Rose, Ethel Maye	Bement
Rosebraugh, Esther May	Charleston
Sampson, Homer C.	Wheeler
Schriner, Bessie Dimple	Westfield
Sharp, Mildred	Mattoon
Shoot, Lois Mary	Charleston
Smith, Jessie Euphemia	Mattoon
Timm, Katherine Elizabeth	Arthur

Troutman, Mary Elizabeth	Charleston
Troutman, William Chilton	Charleston
Waters, Eunice	Denver, Colorado
Webster, Essie	Nokomis
Whalen, Mary M. F.	Charleston
Wieland, John Adam	Charleston
Willson, Hazel Elizabeth	Charleston
Wright, Fern Guy	Charleston

1913

Allison, Worth Arthur	Charleston
Briggs, Stella Ruth	Charleston
Butler, James Grove	Charleston
Case, Jennie	Charleston
Comer, Helen Louise	Charleston
Corzine, Bruce Herbert	Charleston
Davis, Loxa Edna	Charleston
Dorsey, Bessie Ferris	Moro
Dowler, Emery Ross	Tower Hill
Durbin, Clara Faye	Charleston
Dwyer, Anna Margaret	Charleston
Ewald, Paul George	Mt. Carmel
Ewing, Portia Stone	Neoga
Feagan, Gladys Evelyn	Charleston
Foster, Gertrude Elizabeth	Oak Park
Frakes, Reba Lenore	West Union
Franklin, Eleanor May	Casey
Frazier, Arthur Owen	Paris
Furness, Mabel Mary	Sullivan
Giffin, William Earl	Charleston
Goldsmith, Alonzo Fremont	Jewett
Hill James Edward	Mattoon
Hudson, Louise Dorothy	Charleston
Jenkins, Sarah Camilla	Charleston
Kern, Vernon Harlow	Guys
Kimball, Lula	Westfield
Lee, Flossie Elaine	Casey
Linder, Kate Ethel	Alton
Malhoit, Irene Emma Rose	Assumption
Maxey, Rosettie	Oblong
McCandlish, Fred Raymond	Toledo
McDonald, Georgia Helen	Lerna
Meeker, Iva Pearl	Hazel Dell
Miller, Edith Marguerite	Charleston

Mitchell, Daniel Palmer	Loxa
Morse, Ora	Findlay
Patton, Bessie	Arthur
Pew, Blanche Agnes	Litchfield
Rankin, George Barrington	Charleston
Reeder, Maude	Humboldt
Reid, Emily Cleda	Lancaster
Rodgers, Eugene	Janesville
Schlobohm, Anna Katrina	Findlay
Shoemaker, James Wright	Charleston
Shreeve, Elizabeth Hortense	Charleston
Springer, Mary Virginia	Charleston
Steinmetz, Ferdinand Henry	Edwardsville
Stitt, Eva Winifred	Toledo
Strawbridge, Lois Mary	Danville
Terry, Edna Fern	Charleston
Tolly, Ruth	Charleston
Wannamaugher, Elva Lucille	Greenville
West, Linnie Minnie	Watseka
Wilson, Amy Rose	Belle Rive

1914

Alexander, Nancy Stephanie	Charleston
Baker, Nellie Esther.....	Martinsville
Barger, Joseph Louis.....	Charleston
Beatty, Elsie Emily.....	Paris
Bott, Margaret	Hume
Boyle, Willard Pressly.....	Oakdale
Burghart, Verna May.....	Covington, Ind.
Campbell, Gladys	Oakland
Chapman, Bertha Mae.....	Charleston
Chenoweth, Lela Marian.....	Charleston
Chenoweth, Lola Mitchell.....	Charleston
Daringer, Helen Fern.....	Danville
Doty, Flolla Annis.....	Charleston
Eads, Margaret Janet.....	Arthur
Freeman, Madge Marina.....	Charleston
Furness, Edna May.....	Sullivan
Fye, Mary E.....	Mattoon
Gardner, Marie Agnes.....	Charleston
Gerkin, Margarete Elenora	Greenville
Goodson, Mary Nancy.....	Newman
Gordon, Homer King.....	Charleston
Grant, Sophia Agnes.....	Charleston

Hall, Hazel	Charleston
Harvey, Manetta Wright.....	Arcola
Hayse, Lillian Dolena.....	Mt. Vernon
Helm, Jenness Rebecca.....	Charleston
Hill, Gertrude Ozeta.....	Sullivan
Hogan, Mary Elizabeth Aloysia.....	Assumption
Horne, Helen Marguerite.....	Bellefontaine, O.
Hutton, Nina Hazel.....	Charleston
Jacoby, Katherine Alberta.....	Arcola
Jones, Leonard	Charleston
Kibler, Ima Blanche	Newton
Kilgore, Edna Charlotte.....	Charleston
Lahey, Anna Rose.....	Mattoon
Love, Juneta Grace.....	Charleston
Malhoit, Honora Aloysia.....	Assumption
Mansfield, Mary Rose.....	Mattoon
McDougle, Grace Almira.....	Humboldt
Miller, Bertie Ethel.....	Westfield
Moffett, Helen Irene.....	Ashmore
Murphey, Edith May.....	Urbana
Prather, Ona Alice.....	Charleston
Randolph, Glenn Lake F.....	Charleston
Reed, Lorena Marie.....	Charleston
Robinson, Mary Virginia.....	Charleston
Rodgers, Faye Rhiesta.....	Charleston
Rogers, Mary Olive.....	Charleston
Sanborn, Lillian	Spring Grove
Schernekau, William John.....	West Salem
Scott, Ella Grace.....	Newton
Shaw, Jane Lois.....	West Union
Shortess, Lois F.....	Charleston
Smith, Goldie Isabelle.....	Newton
Smith, Myrtle Venis.....	Farina
Starkey, Agnes May.....	Mattoon
Thompson, Thomas Alexander.....	Arcola
Timm, Amelia Magdalena.....	Arthur
Whalin, Edwin Ansil.....	Rose Hill
Whalin, Oren Leslie.....	Rose Hill
White, Rena	Charleston
Wilkinson, Cecil Herbert.....	Charleston
Wise, Mae Adelle	Greenville
Wissel, Bertha Irene Mildred.....	Charleston
Woliung, Lydia Augusta.....	Mattoon

Former Members of Board of Trustees

	Date of Appointment
S. M. Inglis, Springfield	ex officio
Joseph H. Freeman, Springfield	ex officio
A. J. Barr, Bloomington	June 5, 1895
M. P. Rice, Lewiston	June 5, 1895
F. M. Youngblood, Carbondale	June 5, 1895
M. J. Walsh, East St. Louis	June 5, 1895
Calvin L. Pleasants, El Paso	June 5, 1895
H. A. Neal, Charleston	April 14, 1897
L. P. Wolf, Peoria	April 14, 1897
A. H. Jones, Robinson	April 14, 1897
W. H. Hainline, Macomb	April 14, 1897
Alfred Bayliss, Springfield	ex officio
W. L. Kester, Kansas	Nov. 6, 1899
Charles H. Austin, Elizabethtown	July 25, 1900
H. G. Van Sandt, Montrose	June 4, 1901
Clarence H. Oxman, Grayville	July 25, 1904
J. H. Marshall, Charleston	May, 1901
J. S. Culp, Bethalto	May, 1901
Scott Burgett, Newman	January, 1907
B. H. Pinnell, Kansas	January, 1907

Former Members of the Faculty

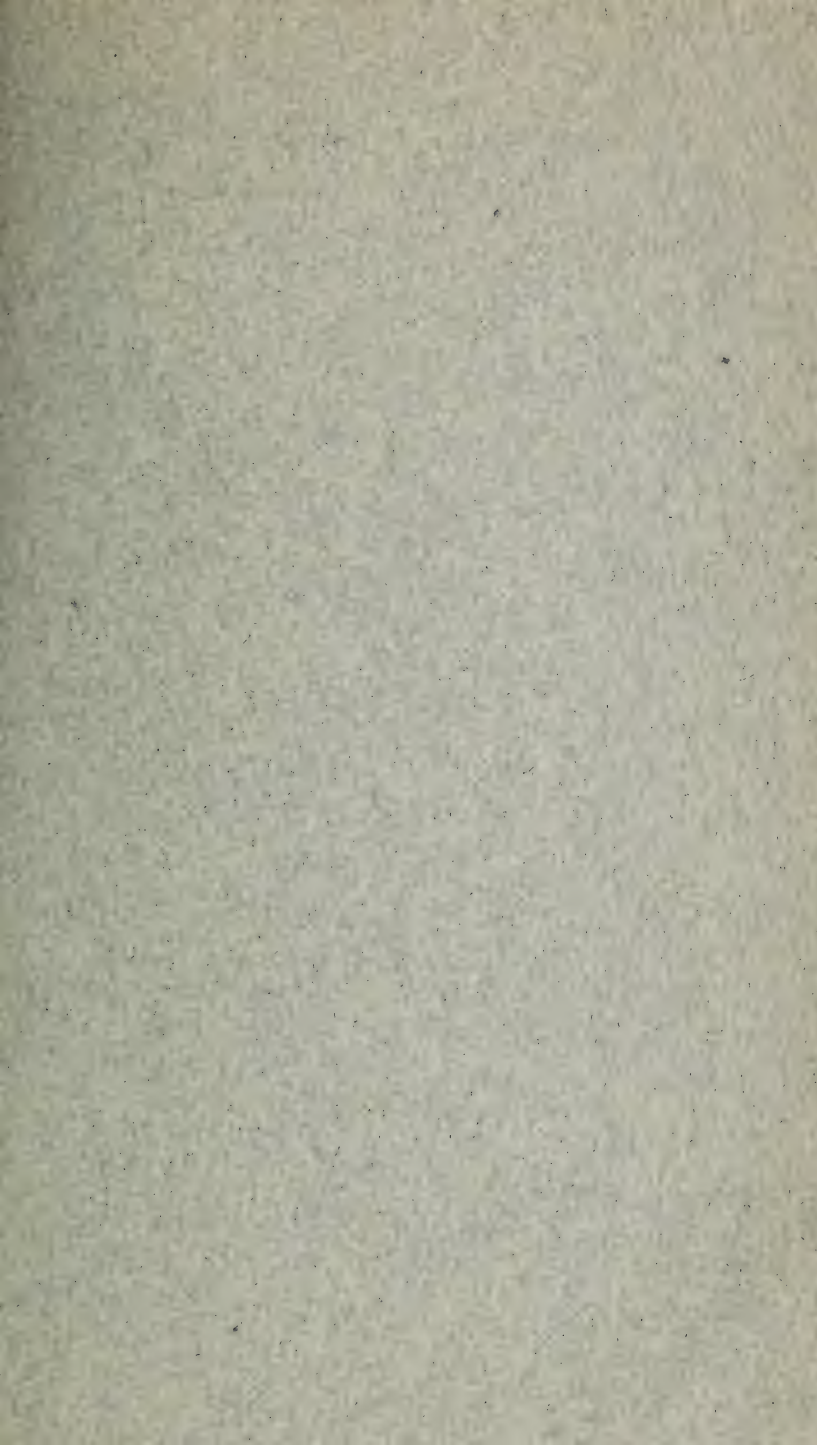
*S. M. Inglis, President	1898
*Louis H. Galbreath, Supervisor of Training Department	1899
*G. W. Smith, School Law and Geography...	1899
Luther E. Baird, Assistant in English.....	1899-1900
James H. Brownlee, Reading	1899-1900
Ella F. Corwin, Librarian	1899-1900
Bertha Hamlin, Critic Teacher in Grammar School	1899-1900
Mrs. Louise B. Inglis, History	1899-1900
J. Paul Goode, Physics and Geography.....	1899-1901
Alice B. Cunningham, Critic Teacher in Pri- mary School	1899-1901
*Frances E. Wetmore, Registrar	1899-1903
*W. M. Evans, English	1899-1904
Edna T. Cook, Critic Teacher in Gramar School	1899-1904

Charlotte M. Slocum (Mrs. George C. Ashman), Critic Teacher in Primary School.	1899-1905
Henry Johnson, History	1899-1906
Francis G. Blair, Supervisor of Training Department	1899-1906
Otis W. Caldwell, Biological Sciences	1899-1907
*Anna Piper, Drawing	1899-1913
Edith P. Bennett, Critic Teacher in Grammar School	1900-1901
Grace W. Knudsen, Geography	1900-1901
Florence M. Beck, (Mrs. Thomas McLachlin), Librarian	1900-1904
Alice L. Pratt (Mrs. Carter Weaver), Critic Teacher in Grammar School.....	1900-1904
James A. Dewey, Physics	1901-1902
Roswell C. McCrea, History and Civics	1901-1902
George D. Hubbard, Geography	1901-1903
*Elizabeth Branch, Assistant Librarian.....	1901-1904
Katherine Gill (Mrs. Clarence R. West), Reading and Physical Culture	1901-1904
Charlotte Kluge (Mrs. Frank Popham), Critic Teacher in Grammar School.....	1901-1904
Eva M. Russell, Assistant in Mathematics...	1901-1905
Clara M. Snell (Mrs. A. B. Wolfe), Critic Teacher in Primary School	1901-1906
Thomas H. Briggs, English	1901-1911
Elmer I. Shepard, Assistant in Mathematics..	1902-1903
Thornton Smallwood, Physics and Chemistry.	1902-1903
Caroline A. Forbes, Manual Training.....	1902-1913
Beatrice Pickett, German and History.....	1903-1907
Sadie Harmon, Critic Teacher in Grammar School	1904
Inez Pierce, Assistant Librarian	1904-1905
Edith C. Bailey, Reading	1904-1906
Mamie H. O'Neal (Mrs. Chauncey Doty), Registrar	1904-1906
Lorena C. Sidey (Mrs. William Tapper), Critic Teacher in Grammar School.....	1904-1906
Nettie B. Dickson (Mrs. T. L. Hankinson), Critic Teacher in Grammar School.....	1904-1907
J. C. Brown, Mathematics	1904-1911
Elnora J. Richardson, Assistant in Mathematics	1905-1906

Margarethe Urdahl (Mrs. L. A. Anderson), German and History	1905-1906
Grace D. Phillips, Assistant Librarian	1906
L. Lance Burlingame, Assistant in Biology ..	1906
Josie Batcheller Houchens, Assistant Librarian	1906
Florence Harrison, Reading	1906-1907
Ida E. Carothers (Mrs. Ralph Merriam), Botany	1906-1907
Charlotte M. Jackson, Assistant Librarian...	1906-1912
Eva Southworth, Critic Teacher in Grammar School	1906-1910
Mathematics	1911-1913
*Charlotte Amy Rogers, History in the Grades	1907-1908
Amelia Harrington, Critic Teacher in Grammar School	1907-1909
Lotus D. Coffman, Supervisor of Training Department	1907-1912
Forrest Sumner Lunt, Reading	1907-1912
Katherine Pfeiffer, Head of Pemberton Hall.	1908-1909
Lillian E. Ravenscroft, Critic Teacher in Grammar School	1909
Estelle Gross, Head of Pemberton Hall	1909-1910
Grace Williams, Critic Teacher in Grammar School	1909-1910
Alice M. Christiansen (Mrs. Walter C. Goodpasture), Physical Education	1909-1912
Margaret B. Pumphrey, Critic Teacher in Primary School	1910
M. W. Deputy, Supervisor of Training Department	1909-1910
Elsie Woodson (Mrs. Jay G. Butler), History in the Grades	1909-1911
Genevieve Fisher, Critic Teacher in Grammar School	1910-1911
Myrtle A. Davis, Botany and Grammar	1910-1911
Leonard Davis, Grammar and Arithmetic....	1910-1914
Clara Miller, Mathematics	1911
Olive B. Horne, Critic Teacher in Grammar School	1911-1914
Mabel Barnhart, Music	1912
E. E. Lewis, Supervisor of Training Department	1912-1913

Royal E. Davis, Botany	1912-1913
Ethel West (Mrs. Charles S. Demarest), As-	
sistant Librarian	1912-1913
Alanson H. Edgerton, Manual Training.....	1913-1914

*Deceased.





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